EXPLORING EFL STUDENTS' EXPERIENCES AND THE BENEFITS OF ASSISTED WRITING DIGITAL TOOL OF CANVA AI IN PARAGRAPH WRITING CLASS AT UNIROW TUBAN

SKRIPSI

By:

PUTRI BILQIS ROHMATUL MAHMUDHA

NPM: 1106220005

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF PGRI RONGGOLAWE TUBAN

2026

EXPLORING EFL STUDENTS' EXPERIENCES AND THE BENEFITS OF ASSISTED WRITING DIGITAL TOOL OF CANVA AI IN PARAGRAPH WRITING CLASS AT UNIROW TUBAN

SKRIPSI

Submitted in Partial Fulfilment of The Requirement

for the Graduate Degree of

English Education Study Program

Faculty of Teacher Training and Education

University of PGRI Ronggolawe (UNIROW) Tuban

By:

PUTRI BILQIS ROHMATUL MAHMUDHA

NPM: 1106220005

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF TEACHING TRAINING AND EDUCATION

UNIVERSITAS PGRI RONGGOLAWE (UNIROW) TUBAN

2026

ADVISOR APPROVAL

This is to certify that the ***"Skripsi"*** of Putri Bilqis Rohmatul Mahmudha entitled **"Exploring EFL Students' Experiences and The Benefits of Assisted Writing Digital Tool of Canva AI in Paragraph Writing Class at Unirow Tuban"** has been approved by the *"Skripsi"* advisor and it is awaiting further approval by the examining committee.

Tuban, 27th July 2026

Approved by:

Advisor,

Dyah Kurniawati, M.Pd.
NIDN. 0708128006

LEGALIZATION

This is study has been approved by the broad of examiners of English Education Study Program of Faculty of Teacher Training and Education of University PGRI Ronggolawe (UNIROW) Tuban on,

EXAMINER I,	EXAMINER II,
Prof. Dr. Agus Wardhono, M.Pd.	**Ulfa Yuliasari, M.Pd.**
NIDN. 0009085901	**NIDN. 0711079002**

Chairwoman,

Dr. Risa Triassanti, M.Pd.
NIDN. 0712058303

Acknowledge by:

Faculty of Teacher Training and Education

Dean,

Wendri Wiratsiwi, M.Pd.
NIDN. 0703048902

STATEMENT OF ORIGINALITY

The undersigned below,

Name : Putri Bilqis Rohmatul Mahmudha

NPM : 1106220005

Study Program : Pendidikan Bahasa Inggris

Faculty : Keguruan dan Ilmu Pendidikan

Stated that the thesis I have written with the title **"Exploring EFL Students' Experiences and The Benefits of Assisted Writing Digital Tool of Canva Ai in Paragraph Writing Class at Unirow Tuban"** is real my writing, and is not plagiarism either partially or entirely. If it late proven that this thesis is the result of plagiarism, either in part or in whole, the I am willing to accept sanction in accordance with applicable regulation.

Tuban, 27th July 2026

The Writer,

Putri Bilqis Rohmatul Mahmudha

NPM. 1106220005

DECLARATION OF APROVAL

The undersigned below,

Name : Putri Bilqis Rohmatul Mahmudha

NPM : 1106220005

Study Program : Pendidikan Bahasa Inggris

Faculty : Keguruan dan Ilmu Pendidikan

Stated that the thesis I have written with the title **"Exploring EFL Students' Experiences and The Benefits of Assisted Writing Digital Tool of Canva Ai in Paragraph Writing Class at Unirow Tuban"** is real my writing, and I authorize PGRI Ronggolawe University to store, media/format, maintain, and publish this thesis for academic purpose. But the copyright remains me as the author

Thus, I make this statements in fact to be used properly.

Tuban, 27th July 2026

The Writer,

Putri Bilqis Rohmatul

Mahmudha

NPM. 1106220005

MOTTO

“Jika bukan karena Allah yang mampukan, aku mungkin sudah lama menyerah”

(Q.S Al-Insyirah: 5-6)

“Keberhasilan bukanlah milik orang pintar. Melainkan keberhasilan adalah milik mereka yang senantiasa berusaha”

- B.J Habibie -

“Apa yang melewatkanmu tidak akan menjadi takdirku, dan apa yang ditakdirkan untukku tidak akan pernah melewatkamu”

- Umar bin Khatab -

“Everything that starts with good things must end with good success too.”

- PUTRI BILQIS ROHMATUL MAHMUDHA -

ACKNOWLEDGEMENTS

First of all, Praise to Allah SWT for the blessing and mercy given to the writer for her whole life especially during her study, until she can finish this undergraduate thesis entitled **"EXPLORING EFL STUDENTS' EXPERIENCES AND THE BENEFITS OF ASSISTED WRITING DIGITAL TOOL OF CANVA AI IN PARAGRAPH WRITING CLASS AT UNIROW TUBAN".** The writer also does much prayer to the last Prophet Muhammad SAW as her role model that has brought us to the way of truth in this life, from the darkness to the lightness. May Allah blessed Prophet Muhammad, his family, his companions, and all those who follow his guidance until the day of judgment.

This undergraduate thesis is arranged to fulfill the requirements for obtaining bachelor's degree (S1 program) in English language Education Study Program, Faculty of Teacher and Training Education, University of PGRI Ronggolawe Tuban.

On this occasion, with utmost respect and gratitude, the writer wishes to extend her sincere appreciation to all of those people who have kindly offered their support, guidance, and encouragement throughout the process of completing this undergraduate thesis. The successful completing of this work would not have been possible without their valuable

contributions. Therefore, the writer respectfully expresses her heartfelt thanks to:

1. Dr. H. Warli, M.Pd., as the Rector of University of PGRI Ronggolawe Tuban
2. Wendri Wiratsiwi, M.Pd., as the Dean of Faculty of Teacher and Training Education at University PGRI Rongglawe Tuba.
3. Dr. Risa Triassanti, M.Pd., as the Head of the English Department of University PGRI Ronggolawe Tuban
4. Dyah Kurniawati, M.Pd., a lecturer in the English Education program and the author's supervising lecturer, who has provided invaluable input, patience, guidance, motivation, and constructive suggestions, as well as sincere support throughout every stage of the thesis writing process. His advice, input, and dedication have made a significant contribution, allowing the author to complete this thesis well until the end. The author is extremely grateful for the time, knowledge, and experience provided during the thesis writing process.
5. All lecturers of the English Language Education Study Program at the University of PGRI Ronggolawe Tuban, for their knowledge, guidance, inspiration, and valuable learning experiences throughout my academic journey.

6. The writing lecturer Miss Ulfa Yuliasari, M.Pd., and all the second-semester students of 2025 in the Paragraph Writing class at the English Language Education Study Program, who willingly participated in this research and generously shared their time, experiences, and perspectives, making this study possible.
7. The deepest and most heartfelt thanks are dedicated to my beloved parents, my father ASDOYO and my mother LASTIKA. Thank you for the unconditional love, the never-ending prayers, the unwavering support, the immense sacrifices from childhood until now, the financial assistance, and the trust you have always given to the writer throughout the journey to reach this point. You are a great source of strength and motivation for the writer to continue striving for higher education. Although my father and my mother did not have this opportunity, it is for both of you who always have the hope that your only child can achieve what you were unable to attain in the past. Therefore, the results of this thesis along with all the academic achievements so far from the author are wholeheartedly dedicated to both of you, my beloved father and mother. Without love, prayers, sacrifices, and support all this time, the author would never have been

able to reach this moment. May Allah SWT always bestow upon your health, happiness, blessings, sustenance, and always keep you in other good matters.

8. To all my friends from the English Education Study Program Class of 2022, thank you for being such extraordinary companions over the past four years. Many beautiful memories, both joyful and sorrowful, challenges, and various experiences that we have gone through together. All those journeys will always be a very valuable part of our lives during this college period. May success, happiness, and a bright future always accompany you all.
9. I would like to express my deepest gratitude to Khanifatin, my best friend and companion throughout my studies and the completion of this thesis. Thank you for your prayers, support, encouragement, and companionship throughout this writing process, as well as your constant input throughout every step of the process. Your presence and motivation have been a source of encouragement for me in completing this thesis.
10. Specifically, the author also expresses gratitude to the singers of koplo dangdut songs who have filled the Spotify playlist "AMBYAR," especially Denny Caknan, Aftershine, Lavora, Happy Asmara, and other Javanese

song singers. Thank you for presenting works that accompanied the author during the process of writing this thesis.

11. For myself, for choosing not to give up, for staying resilient through every challenge, and for believing that every small step would eventually lead to this achievement. This thesis shows that perseverance, patience, and faith can turn dreams into reality.

Lastly, I realize that this thesis is not perfect. Therefore, I welcome constructive criticism and valuable suggestions to improve this research. I hope this thesis will make meaningful contributions to the field of English Language Education, particularly regarding the use of AI-assisted writing tools in EFL writing classes, and serve as a useful reference for future researchers.

Tuban, 27th July 2026

The Writer,

Putri Bilqis Rohmatul Mahmudha

NPM. 110622005

ABSTRACT

Title	**: EXPLORING EFL STUDENTS' EXPERIENCES AND THE BENEFITS OF ASSISTED WRITING DIGITAL TOOL OF CANVA AI IN PARAGRAPH WRITING CLASS AT UNIROW TUBAN**
Author	**: Putri Bilqis Rohmatul Mahmudha**
Advisor	**: Dyah Kurniawati, M.Pd.**
Keywords	**: Canva AI, Magic Write Feature, AI-Assisted Writing, EFL Students, Paragraph Writing Class.**

Writing is one of the language skills that many EFL learners still find difficult to acquire, particularly in developing ideas and organizing them into a coherent paragraph. The existence of artificial intelligence (AI) has opened new possibilities to support this process, for example, Canva AI with its Magic Write feature. The study aimed to determine the experiences of students' in using Canva AI, the benefits they perceived, and their responses after using the feature in a Paragraph Writing class. This research was qualitative descriptive research of 26 students of the English Language Education Study Program of Universitas PGRI Ronggolawe Tuban, Indonesia in the second-semester class of the academic year 2025. The data were collected through classroom observations, close-ended, and open-ended questionnaires, and semi-structured interviews. The data collected were analyzed through data reduction, data display, and conclusion drawing. The findings showed that

generally students enjoyed their experiences while using Canva AI. They thought Magic Write helped them generate ideas, organize paragraphs more clearly, enrich vocabulary, improve sentence construction, and reduce the difficulty of starting a writing piece.

TABLE OF CONTENS

COVER.....**i**

ADVISOR APPROVAL.....**iii**

LEGALIZATION.....**iv**

STATEMENT OF ORIGINALITY.....**v**

DECLARATION OF APROVAL.....**vi**

MOTTO.....**vii**

ACKNOWLEDGEMENTS.....**viii**

ABSTRACT.....**xii**

TABLE OF CONTENS.....**xiii**

LIST OF TABLES.....**xvii**

LIST OF FIGURES.....**xviii**

LIST OF APPENDICES.....**xix**

CHAPTER I INTRODUCTION.....**1**

1.1 Background of The Study.....1

1.2 Statements of The Problem.....9

1.3 Objectives of The Study.....9

1.4 Significances of The Study.....10

1.4.1 Theoretical Significance.....10

1.4.2 Practical Significances.....10

1.5 Scope and Limitation of The Study.....11

1.6 Definition of The Key Terms.....12

CHAPTER II REVIEW OF RELATED LITERATURE.....14

2.1 Writing Skill.....14

2.1.1 Definition of Writing.....14

2.1.2 The Importance of Writing.....15

2.1.3 Writing Process.....16

2.1.4 Components of Good Writing.....18

2.2 Paragraph Writing.....20

2.2.1 Definition of Paragraph Writing.....20

2.2.2 The Importance of Paragraph Writing.....21

2.2.3 Structures of Paragraph Writing.....22

2.2.4 Problems in Paragraph Writing.....23

2.2.5 Paragraph Writing Class.....25

2.3 Media.....26

2.3.1 Definition of Media.....26

2.3.2 Media in Digital Learning.....26

2.3.3 Utilization of Media in Education.....27

2.3.4 Experiences and Benefits of Media in Education.....29

2.4 Assisted Writing Tools.....31

2.4.1 Definition of Assisted Writing Tools.....31

2.4.2 Types of Assisted Writing Tools.....32

2.5 Canva AI (Magi Write).....38

2.5.1 The use of Canva AI.....41

2.5.2 Experiences and Benefits of Canva AI.....44

2.6 Previous Studies.....46

CHAPTER III RESEARCH METHODOLOGY.....56

3.1 Research Design.....56

3.2 Research Subject.....57

3.3 Data and Source of Data.....58

3.3.1 Type of Data.....58

3.3.2 Source of Data.....59

3.4 Technique of Collecting Data.....60

3.4.1 Observation.....61

3.4.2 Questionnaire.....63

3.4.3 Interview.....69

3.4.4 Documentation.....71

3.5 Procedure of Collecting Data.....72

3.6 Data Analysis Techniques.....73

3.6.1 Data Reduction.....74

3.6.2 Coding and Categorization.....74

3.6.3 Data Display.....75

3.6.4 Conclusion Drawing or Verification.....76

CHAPTER IV FINDING AND DISCUSION.....78

4.1 Finding.....78

4.1.1 Implementation Use of Canva AI (Magic Write Feature) in Paragraph Writing Class.....78

4.1.2 EFL Students' Experiences of Using Canva AI (Magic Write Feature) During Paragraph Writing Class.....85
4.1.3 The Benefits and Challenges of Using Canva AI (Magic Write Feature) EFL Students' Creativity in Paragraph Writing Class.....92
4.1.4 EFL Students Responses to Using Canva AI (Magic Write Feature) of assisted writing tool in Paragraph Writing Class 112
4.2 Discussions.....124
CHAPTER V CONCLUSION AND SUGGESTION.....127
5.1 Conclusion.....127
5.2 Suggestion.....129
REFERENCES.....132
APPENDICES.....145
CURRICULUM VITAE.....173

LIST OF TABLES

Table 3.1 Total Research Subject.....58
Table 3.2 Observation Checklist.....62
Table 3.3 Closed-ended Questions Use of Canva AI (Magic Write Feature).....66
Table 3.4 Open-ended Questions Use of Canva AI (Magic Write Feature).....69
Table 3.5 Interview Questions Use of Canva AI (Magic Write Feature) 70
Table 3.6 Coding of Categories.....75
Table 3.7 Questionnaire Data Sheet.....76
Table 4.1 First Day of Observation Checklist.....81
Table 4.2 Second Day of Observation Checklist.....82
Table 4.3 Third Day of Observation Checklist.....84
Table 4.4 Students' Experiences (SE) (Statements 1).....85
Table 4.5 Students' Experiences (SE) (Statements 2).....87
Table 4.6 Students' Experiences (SE) (Statements 3).....88
Table 4.7 Benefits the Use (BU) (Statements 4).....92
Table 4.8 Benefits the Use (BU) (Statements 5).....94
Table 4.9 Benefits the Use (BU) (Statements 6).....95
Table 4.10 Ease the Use (EU) (Statements 7).....97
Table 4.11 Ease the Use (EU) (Statements 8).....98
Table 4.12 Ease the Use (EU) (Statements 9).....99
Table 4.13 Creativity and Idea Development (CID) (Statements 10) 101
Table 4.14 Creativity and Idea Development (CID) (Statements 11) 102
Table 4.15 Creativity and Idea Development (CID) (Statements 12) 104
Table 4.16 Challenges the Use (CU) (Statements 13).....108
Table 4.17 Challenges the Use (CU) (Statements 14).....110
Table 4.18 Challenges the Use (CU) (Statements 15).....111
Table 4.19 Responses and Satisfaction (RS) (Statements 16).....113
Table 4.20 Responses and Satisfaction (RS) (Statements 17).....114
Table 4.21 Responses and Satisfaction (RS) (Statements 18).....115

LIST OF FIGURES

Figure 1. Canva AI (Magic Write Feature).....38
Figure 2. Students' Responses to Statements 1 (Category 1).....86
Figure 3. Students' Responses to Statements 2 (Category 1).....87
Figure 4. Students' Responses to Statements 3 (Category 1).....88
Figure 5. Students' Responses to Statements 1 (Category 2).....93
Figure 6. Students' Responses to Statements 2 (Category 2).....94
Figure 7. Students' Responses to Statements 3 (Category 2).....95
Figure 8. Students' Responses to Statements 1 (Category 3).....97
Figure 9. Students' Responses to Statements 2 (Category 3).....98
Figure 10. Students' Responses to Statements 3 (Category 3).....100
Figure 11. Students' Responses to Statements 1 (Category 4).....102
Figure 12. Students' Responses to Statements 2 (Category 4).....103
Figure 13. Students' Responses to Statements 3 (Category 4).....104
Figure 14. Students' Responses to Statements 1 (Category 5).....109
Figure 15. Students' Responses to Statements 2 (Category 5).....110
Figure 16. Students' Responses to Statements 3 (Category 5).....111
Figure 17. Students' Responses to Statements 1 (Category 6).....113
Figure 18. Students' Responses to Statements 2 (Category 6).....115
Figure 19. Students' Responses to Statements 3 (Category 6).....116

LIST OF APPENDICES

1. Research Permit Approval Observation
2. Documentation of Observation
3. Appendices 3. Questionnaires (Closed-ended and Open-ended
4. Students' Assignments Making a One Paragraph and an Outline (Topic Sentences, Supporting Sentences, and Concluding Sentences) to creativity.
5. Interview Respondents
6. Submission Letter for Thesis Title
7. Guidance Card

CHAPTER I

INTRODUCTION

This chapter describes common issues related to the problems investigated in this study. This research includes a background of the study, statements of the problems, objectives of the problems, significances of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of The Study

Writing is one of the important skills in language learning. Writing is the ability to convey ideas, thoughts, and feelings through written text (Klimova, 2012). Additionally, (Brown, 2001) states that writing is a thinking process in which ideas are created and organized in written text. Therefore, writing is not just a process of pouring out word it is also a process that requires comprehensive thinking skills. Among all abilities, writing is considered the most important skill. One of the most important skills in learning English is writing, especially for EFL students. However, writing requires initial writing instruction. In the academic context, writing skills in each individual not only focus on constructing correct sentences but also reflect critical thinking abilities and creativity in developing and conveying an idea expressed in the writing (Selim, 2024). However,

many EFL students still struggle with writing, especially in composing good and coherent paragraphs in Paragraph Writing class. Limited vocabulary, lack of grammar mastery, and confusion in organizing an idea as well as creativity in constructing a suitable sentence are some factors that often cause these difficulties (Ly et al., 2021).

Paragraph writing instruction in the classroom, especially for EFL students still faces some challenges, such as developing ideas, starting a piece of writing, and writing coherent paragraphs. Some students lack confidence in writing because they have a limited vocabulary and trouble with sentence structure. This condition was also found based on the preliminary observation by the researcher in the paragraph writing class. From first observation in class, the researcher asked students to write a paragraph using Canva AI, namely the Magic Write feature. The topic the students freely chose the topic. by the students. The observation results show that the students' abilities in composing paragraphs are various. Some students are able to make high-quality, moderate-quality, and low-quality paragraphs. High-quality students are able to produce fairly structured, coherent, and topic-appropriate paragraphs. Moderate-quality students are still showing some deficiencies in idea

development and sentence construction. Low-quality students are still facing more difficulties in developing and composing paragraphs coherently. This condition shows that students still need guidance in developing ideas, evaluating their writing, improving sentence structure and language use, and completing paragraphs well. In contrast, traditional learning approaches might not provide students with enough opportunities to actively participate in the development of their creativity in writing. Thus, the use of digital writing tools such as Canva AI may be one of the interactive learning media to assist learners in creating ideas and creativity in the writing process and also to encourage the students to be involved in editing, revising, and finishing the writing that has been produced. This makes it very important for researchers to do research in the paragraph writing class on the experiences of EFL students using Canva AI as a digital-assisted writing tool, especially in generating creativity and helping students write paragraphs correctly and well.

Students may experience significant academic failure if they do not have a strong writing foundation. Writing improves academic achievement and enhances social and emotional growth (Moses & Mohamad, 2019). Furthermore, writing is an important skill for success in this competitive

environment. Those who do not have writing skills may face difficulties in getting jobs in the feature. Therefore, this issue must be addressed properly. Because of the difficulties students face in acquiring writing skills, teaching writing has become a challenge. EFL students typically face problems in various aspects of writing, including grammar usage, vocabulary selection, paragraph organization, and idea development. They also often encounter issues with writing mechanics (Muamaroh et al., 2020). One of the main obstacles in writing instruction is the limited vocabulary and grammar. Therefore, teachers must provide a more in-depth explanation of how to use language structures to achieve the objectives in the ongoing learning process (Ngoc, 2021). The study shows that their main weakness in writing in English is their inability to use the grammar and vocabulary they know.

In writing skills, students' experiences using digital tools during the learning process are crucial. These experiences demonstrate how students use and respond to digital technology effectively and wisely in their learning. From this experience, students not only use the tools but also learn from what they do during the learning process. The learning process itself occurs when students are directly involved in activities and understand the material with the

help of these digital tools (Zawacki-Richter et al., 2019). Experiencing students can become more active, confident, and motivated to complete writing assignments (Pedro et al., 2019). Furthermore, using digital tools provides several benefits for students, such as making it easier for them to find the right information, providing quick feedback, and helping them learn independently, accessible anywhere and anytime (Marzuki et al., 2023). This significantly helps students develop their writing skills, particularly in finding ideas and constructing sentences more clearly and systematically. Furthermore, the use of digital tools in writing skills also enhances students' creativity. Creativity refers to students' ability to discover new ideas, develop concepts, and convey information in a more engaging way (Werdiningsih et al., 2024). Digital tools created by artificial intelligence (AI) can help students explore different ideas, use a wider variety of language, and create writing that is more engaging for readers (Henriksen et al., 2016). Using assisted digital writing tools not only makes students rely on automated results or simply copy, but also helps them be more creative in their writing skills by encouraging them to experiment with different styles and ideas, ultimately enhancing their ability to express their unique perspectives.

Therefore, the writing produced is not only well-structured but also demonstrates each student's thinking and creativity.

In the current technological development, there have been profound changes in the world of education, including the utilization of Artificial Intelligence (AI). Artificial Intelligence (AI) is a technology aimed at mimicking human intelligence in many aspects, such as understanding language, solving problems, and making decisions (Russell & Norvig, 2021). AI not only functions as an aid but can also help students learn independently because it can quickly adapt to their learning needs. AI in education can assist learning by providing rapid feedback and giving students the opportunity to learn in a more personalized and independent manner (Pedro et al., 2019). AI can aid language learning by generating ideas and suggestions for grammar and vocabulary (Marzuki et al., 2023). In the use of AI, a writer helps EFL students generate ideas and provides various alternatives that can support the development of creativity in writing. AI-based writing tools allow students to explore various ideas and enhance their creativity in the writing process (Woo et al., 2025).

One form of using AI in writing education is through assisted digital writing tools that are easily accessible

anywhere and anytime. With its Magic Write feature, Canva AI has become one of the most appealing AI platforms for students, helping them find ideas, construct sentences, and create paragraphs (Selim, 2024). Unlike other tools that focus solely on text, Canva AI also integrates visual elements, allowing students not only to write but also to present their ideas in a more engaging and readable manner. Therefore, the writing produced is not only informative but also more engaging for readers, encouraging them to read again (Abdulla, 2024). Furthermore, AI has the ability to provide feedback quickly, allowing students to immediately correct and develop their writing creatively (Zawacki-Richter et al., 2019). With the presence of such features, students tend to find it easier to start the writing process more creatively again (Woo et al., 2023). This certainly presents a new opportunity to learn writing in a more flexible and less rigid manner for everyone. Because they feel helped and more confident in developing their ideas, EFL students are also more active in the writing process. Therefore, it is very important to see how students experience using this technology in their learning process. However, although many studies have discussed the use of AI in writing education, there are still limited studies that specifically

examine how students use Canva AI, especially in enhancing their creativity in Paragraph Writing class. Therefore, it is important to understand students' experiences in using this technology during the learning process.

One of the approaches that can be used to examine the use of technology in language learning is the *Computer Assisted Language Learning (CALL)* approach. This approach emphasizes the role of technology in supporting the language learning process. Furthermore, this is also related to the socio-constructivist perspective, particularly the idea of the Zone of Proximal Development (Vygotsky, 1978), which argues that with assistance or support, students can enhance their abilities. Canva can be considered as one form of support for the writing process in this case. Furthermore, the integration of technology in learning can be linked to the *Technological Pedagogical Content Knowledge (TPACK)* framework, which emphasizes the relationship between technology, pedagogy, and content in the learning process.

Many people have talked about the use of AI in writing learning, but only a few studies have specifically looked at how students use Canva AI, especially regarding creativity in Paragraph Writing class. Various studies conducted by researchers have shown that Canva is not only a visual

design tool, but also its newest features, especially the Magic Write feature, have a positive impact on both school students and university students. This feature has a positive impact on both in learning to write in paragraph class and others. According to research by Putri, Fitriatin, and Tarwana (2025), the use of digital tools in the Canva AI Magic Write feature is very effective in helping students in schools in compiling and developing descriptive texts to increase student learning engagement and encourage students to be more creative in expressing an idea in creating a lesson in class. The results of this study indicate that students gave a very positive response because the digital tool was considered interesting and made the writing process easier (Putri, 2025). In the context of higher education, Utami and Karnedi (2024) stated that the use of Canva Magic AI in Paragraph Writing class for students can significantly improve the quality of their writing, especially in the aspects of organizing one idea, grammar, and developing main ideas. They also added that students found it very helpful in generating ideas, speeding up drafting, and making it easier to correct grammar in writing a paragraph (Utami & Karnedi, 2024a). In addition, according to Fitrian (2025), Canva AI can help students overcome difficulties when writing, such as

limited ideas or improvements in grammar management, as well as increasing creativity in developing writing. According to (Friatin, 2025), the use of Canva AI can increase students' creativity in writing by helping them develop ideas effectively. However, some of these studies also emphasize that the use of AI still requires guidance from lecturers or teachers to avoid dependence on students. Thus, it can be concluded that Canva AI Magic Write is an effective assisted writing digital tool in improving paragraph writing as well as creativity and independence during learning at both school and college levels.

In the context of this research, the researcher must be able to understand each student’s experiences in using digital tools like of Canva AI. This is crucial because it reveals more about how the technology is actually used in Paragraph Writing class effectively, not simply for copying and pasting, but rather for more creatively managing grammar. Each student may have a different way of interacting with digital tools like AI, depending on their learning style, language skills, and previous experience with the tool. After using it, we can determine whether there are differences or whether they simply copy and paste. Some students may use Canva as a visual design tool, but the Canva AI feature can make their

paragraph writing even more creative. Therefore, by expressing students' experiences, it is also advantageous for other educators to understand whether using Canva AI truly supports their creativity or simply helps them complete assignments faster or, more accurately, simply copy and paste.

Furthermore, this research aims to explore the benefits of classroom practices for students in designing more effective and meaningful writing that effectively integrates digital tools. Therefore, this research is important not only for addressing the gaps in several previous studies but also for providing a deeper understanding of Canva AI as a digital writing aid that enhances students' creativity in Paragraph Writing class.

1.2 Statements of The Problem

Based on the background of the study and identification of the study above, the writer is going to statement of the problem as follow:

1.1.1 How do EFL students' experiences of using Canva AI as a digital tool during Paragraph Writing class?

1.1.2 What are the benefits and challenges of using Canva AI as a digital tool in promoting EFL students' creativity in a Paragraph Writing class?

1.1.3 How do EFL students' responses to using Canva AI as a digital tool in a Paragraph Writing class?

1.3 Objectives of The Study

Based on the statement of the problem above, the writer will convey the following objectives of the study:

1.3.1 To explore EFL students' experiences of using Canva AI as a digital tool during Paragraph Writing class.

1.3.2 To identify the benefits and challenges of using Canva AI as a digital tool in promoting EFL students' creativity in a Paragraph Writing class.

1.3.3 To analyze EFL students' responses to using Canva AI as a digital tool in a Paragraph Writing class.

1.4 Significances of The Study

1.4.1 Theoretical Significance

For theoretical significance, the researcher is expected to contribute to the development of EFL Paragraph Writing by better understanding the use of Canva AI as a writing assistant. The findings are expected

to encourage the application of Computer-Assisted Language Learning (CALL), Zone of Proximal Development (ZPD), and Technological Pedagogical Content Knowledge (TPACK) frameworks in the learning of the English language. Moreover, it is expected that the study will provide practical benefits for lecturers and students on how to use Canva AI to support paragraph writing, improve writing skills, and encourage creativity in the classroom.

1.4.2 Practical Significances

1. **For English teachers**

   It is hoped that the findings of this study will serve as a reference for teachers in utilizing the Canva AI digital tool as a more engaging and creative learning tool. Using this tool can help teachers create a more creative learning environment and support a more effective writing process.

2. **For students**

   By using the Canva AI digital tool as a learning medium for writing paragraphs, students can more easily develop ideas, compose their writing using coherent

language, and increase their creativity and independence in completing their assignments.

3. **For institutions**

   It is hoped that this research can become a learning media tool for students to be more creative and innovative in this modern era.

4. **For future researchers**

   This research is expected to serve as a reference for future researchers in examining the use of assisted writing digital tools in writing instruction. Canva not only functions as a visual design tool, but also includes its newest feature, Canva AI, which can be used to generate initial ideas, develop grammar, and increase creativity in composing essays to make them more engaging to read.

1.5 Scope and Limitation of The Study

This study aims to explore the experiences of EFL students and the benefits of using Canva AI as a writing assistant for second-semester students of the English Education Study Program (2025/2026) in the Paragraph Writing class at Unirow Tuban. It explores how Canva AI helps with idea generation, paragraph structure, grammar

improvement, and creativity enhancement and the perceived benefits and challenges of its usage. In addition, the study also indicates that Canva AI exists as a digital writing tool to improve the quality of students' English paragraph writing.

1.6 Definition of The Key Terms

1. EFL Students

EFL students are those who learn English as a foreign language (English as a Foreign Language) in an educational environment for daily conversation. EFL students in Indonesia are students who study English as part of the educational process. In this research, EFL students are students who learn English, especially in learning paragraph writing.

2. Assisted Writing Tool

AI-assisted writing tools are digital technology-based writing aids designed to support writing. These tools can help generate initial ideas, structure your writing, provide suggestions for good and correct sentences, and correct grammatical errors, making the writing process more focused and effective. With this tool, the writing process becomes more focused. Furthermore, it can serve as a tool for students to brainstorm and develop initial ideas, as well as provide practice in learning to write, ultimately improving their writing.

3. Canva AI (Magic Write) Feature

Canva AI (Magic Write) is one of the newest features in the Canva app that uses artificial intelligence to assist in writing text or paragraphs. In this study, Canva AI was used as an aid for EFL students of Unirow Tuban learning to write paragraphs in class, particularly in developing ideas, structuring sentences, and forming more coherent paragraphs.

4. Paragraph Writing

The paragraph writing class referred to the English course taken by second-semester students of the English

language education study program at Unirow Tuban class of academy year 2025.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical framework related to writing skill, paragraph writing, media, assisted writing tools, Canva AI, and the last of previous studies.

2.1 Writing Skill

2.1.1 Definition of Writing

Writing is one of the most important skills in learning English as a foreign language (EFL). Writing is one of the four basic language skills, the others being listening, speaking, and reading. The term “productive skills” refers to the ability to produce or convey messages to other people, orally or in writing. In language learning, the productive skills are speaking and writing. Productive skills are the ability of a learner to use the language actively to communicate meaning to others (Nation, 2022). In that statement, it shows that productive skills are not only related to language knowledge but also to the ability to use the language in real communication contexts. Writing is a very complex skill, as it involves several stages such as planning, drafting, and revising (Graham, 2019). This evidence suggests that writing is not direct and it is a gradual process. Furthermore, according to Sun

and (Bo et al., 2025), mention that EFL learners usually face difficulties in writing, particularly in generating ideas as well as in writing sentences correctly and properly.

Students are expected to be able to create various types of writing, such as paragraphs, essays, and reports, with a clear structure and appropriate language. Consistent practice and the ability to manage and develop ideas systematically or purposefully influence the development of writing skills (Hlabisa, 2021). This indicates that writing is not only a tool for communication but also a part of the EFL students' learning process. Therefore, writing skills still require gradual practice, starting with guided practice by teachers or other parties, constructive feedback, and the use of appropriate learning strategies so that students can convey their ideas more effectively and academically. Therefore, writing skills are not only related to grammatical aspects but also involve the ability to think critically and convey messages effectively, which is essential for clear communication and academic success (Hyland, 2019).

2.1.2 The Importance of Writing

The importance of writing shows that writing skills are one of the important abilities in foreign language

learning (EFL). Writing is used as a means of communication and helps students develop their thinking skills. Through writing activities, students can organize ideas, convey concepts clearly, and understand topics well and correctly. In the context of education, writing becomes the primary way to convey opinions in an orderly and logical manner (Hyland, 2019). Writing is not just about correct language; it's also about how students organize and connect ideas so that readers can easily understand them. In line with previous research, writing skills help students improve their ability to analyze and evaluate information (Klimova, 2012). In the quote, it explains that through writing, students not only receive information but also learn to understand and manage it into deeper knowledge. This makes students more accustomed to thinking critically about the material or a problem they are studying.

Its role in enhancing students' thinking abilities and supporting the writing process also highlights its importance. In writing, students need to arrange ideas sequentially, choose the right words, and connect sentences to form clear and easily understandable paragraphs. In this process, it helps students to think

more critically. Difficulties in writing often occur because students are not yet able to organize and develop ideas better (Fareed et al., 2016). This quote says that writing is about language and how one organizes and develops ideas so that readers understand the content. Meanwhile, continuous writing practice can help improve students' critical thinking skills (Hanh, 2024). This means that the more students write, the easier it is for them to put their thoughts in a logical and clear order. In addition, other writing skills, such as clarity, conciseness, and proper grammar, can help make communication more effective in both academic and professional environments (Latif, 2020).

2.1.3 Writing Process

The writing process is a series of stages that a writer goes through to create a good and meaningful text (Sharp, 2016). This process is recursive, meaning that the writer can return to previous stages to correct mistakes that occur during writing or to develop ideas from the beginning to the end of the writing process. According to (Harmer, 2004) the writing process is understood by the author as prose consisting of several interconnected stages, namely planning, drafting, revising, editing, and

publishing. In these five stages, it shows that writing is not an immediate task, but rather a process that gradually leads to producing better and more enjoyable writing for readers. The five stages in the writing process are as follows:

1. **Planning**

   The first step in writing is planning. In this stage the writer chooses a subject and goal and gathers ideas through brainstorming, note-taking, or outlining. This stage is important because it is through good planning that the writing becomes structured and easy to follow.

2. **Drafting**

   Drafting is the second stage of writing, when the writer develops the planned ideas into full paragraphs. This is the time to get your ideas down. Don’t worry about perfect language at this point, grammatical errors may still occur and can be fixed later.

3. **Revising**

   The third stage of writing is revising. The writer reads the text to check that the ideas are expressed clearly, logically, and understandably. The writer can add, delete, or change to improve the content and structure of the writing.

4. **Editing**

   Editing is the next stage of writing, where the writer reviews and corrects errors in grammar, spelling, punctuation, and word choice. This stage helps make the writing more accurate, organized, and readable.

5. **Publishing**

   Publishing is the final stage of writing, where the completed writing is prepared for sharing and reading. At this stage, the writing has gone through all previous stages and is ready to be presented to others.

The writing process, carried out through the stages of planning and revising, can help EFL students produce more structured writing and improve overall quality (Lee & Yoon, 2022). Additionally, other researchers have also stated that revision is an important part of the writing process to help writers improve the content, structure, and clarity of their writing (Z. Li et al., 2026).

2.1.4 Components of Good Writing

In writing a good and correct piece, there are several important components that need to be considered by a writer, especially for EFL students in the classroom. These components help to determine whether a piece of writing is clear, easy to understand, and well-structured

according to the predetermined format. Without a good command of these aspects, writing usually tends to be less effective in conveying the message to the reader, which lead to misunderstandings and a lack of engagement from the audience (Hyland, 2019)

1. **Grammar**

   Grammar is the foundation of writing because it relates to the rules of constructing correct sentences. With good grammar, ideas can be conveyed more clearly and do not lead to misunderstandings for the reader. Conversely, grammar mistakes often make sentences ineffective and disrupt the reader's understanding. Good grammar can also help improve the accuracy of language in a written work (Larsen-Freeman et al., 2016)

2. **Vocabulary**

   Vocabulary is the choice of words used to convey ideas in writing. The use of precise and varied vocabulary can make writing clearer and easier to read. Conversely, a limited vocabulary often makes it difficult for writers to develop their ideas to the fullest. The broader the vocabulary mastery, the easier it is for the writer to

convey ideas accurately and meaningfully (Nation, 2022).

3. **Organization**

   Organization relates to how ideas and writing are structured to be clear and easy to follow. A good piece of writing usually has a clear structure, starting with the introduction, body, and conclusion. With excellent organization, readers can understand the flow of the writing without confusion. In addition, a well-organized structure also helps the writer convey ideas in a structured manner (Oshima et al., 2014).

4. **Content**

   Content refers to the substance or ideas conveyed by the writer in the work. The content of the writing must align with the discussed topic and be supported by several reliable sources of explanation. A good piece of writing is not only lengthy but also possesses depth and clarity of more accurate information. That content is the core of a piece of writing, as it shows how well an idea is developed on that topic (Brown & Lee, 1994).

5. **Mechanics**

   Mechanics include the use of punctuation, sentence spelling, and capitalization in writing. This part is vital,

as it can make the writing clearer, more focused, and easier to read, even if it seems simple. That the largest mechanical aspect greatly affects the readability and clarity of a written text (Wati, 2021).

2.2 Paragraph Writing

2.2.1 Definition of Paragraph Writing

Paragraph writing is one of the fundamental writing skills that focuses on arranging several sentences to convey a main idea clearly and purposefully. A paragraph must have unity and coherence between sentences, not just be a collection of them. A good paragraph always includes a main idea that is developed through supporting sentences that are interconnected (Ly et al., 2021). That is, all sentences must remain focused on the same topic. Additionally, the relationship between sentences must also be clear so that the writing is interconnected (Halliday & Matthiessen, 2013). In a series within a paragraph, it consists of a main sentence (topic), explanatory sentences (supporting sentences), and a closing sentence (concluding sentence) that support each other from the beginning to the end of the paragraph (Nguyen, 2021).

From that structure, it can help the writer organize ideas neatly. Next, paragraph writing can also be interpreted as the process of developing an idea into a more complete explanation. The ability to write is not just about constructing sentences but also about organizing ideas well (Murtadho, 2021). And according to (Kasuya-Ueba et al., 2020), in EFL learning, writing paragraphs can also help students practice critical thinking and use appropriate language. Therefore, it is crucial to assist students in writing logically and ensuring that readers easily understand their work.

2.2.2 The Importance of Paragraph Writing

Paragraph writing plays a crucial role in the development of writing skills, especially in the context of education. Paragraphs are the basic components of a written work used to convey the main idea clearly and purposefully (D. Zhang & Zhang, 2019). If students are able to write a paragraph well and correctly, they will discover it easier to organize their ideas in a coherent manner, allowing readers to clearly understand the content of the writing (Fareed et al., 2016). In addition, paragraph writing also helps students train their critical thinking skills, as they must determine the main idea until

the end and support it with relevant clarity. Therefore, this skill becomes an important foundation in writing a scientific work such as an essay, a report, and a thesis.

Next, the ability to write paragraphs also affects the academic success of students. Students who have already mastered the art of writing paragraphs often find it easier to produce longer and more complex writings (Suharno et al., 2024). On the contrary, if this ability is still lacking, the resulting writing is often disorganized and difficult for readers to understand (Rahmatunisa, 2014). Therefore, learning paragraph writing needs to be conducted gradually and continuously so that the writing skills of EFL students can develop well.

2.2.3 Structures of Paragraph Writing

The structure of a paragraph is an important part of a series of paragraphs in writing, as it helps the writer convey ideas clearly and purposefully. A well-structured paragraph will make it easier for readers to understand the content, as each part has a clear function and supports the others. In addition, the structure of a paragraph can also relate to two important aspects of writing, namely coherence and unity within the paragraph. Coherence means the relationship between sentences is logically

arranged and flows smoothly, while unity means a paragraph discusses only one main idea (Khonamari et al., 2021). Generally, a paragraph consists of three main parts: the topic sentence, supporting sentences, and concluding sentences, which together form a complete unit of thought (Oshima & Hogue, 2007).

1. **Topic sentences**

   In this section, it serves as the main idea or the central concept of a paragraph. Usually, the topic sentence is located at the beginning of the paragraph, although in some types of writing, it can appear in the middle or at the end. In this sentence, it must be clear, specific, and not too long so that the reader immediately understands the focus of the discussion. With the presence of a topic sentence, the paragraph becomes more focused and does not stray into other discussions.

2. **Supporting sentences**

   In this section, it serves to explain, develop, and strengthen the main idea found in the topic sentence. The content of the supporting sentences can include examples, explanations, facts, data, or relevant reasons based on the paragraph's content.

3. Concluding sentences

On how this functions to close a paragraph by summarizing or reiterating the main idea that has been explained. Additionally, the closing sentence can also provide a final emphasis so that the paragraph feels more complete and clearer to the reader.

2.2.4 Problems in Paragraph Writing

The ability to write a paragraph is an important skill in learning English as a Foreign Language (EFL), as it serves as the initial foundation for developing more complex writing skills. However, in practice, many students still face various difficulties in writing paragraphs effectively and structurally, such as organizing their ideas coherently, using appropriate transitions, and adhering to the required paragraph structure. According to (Hyland, 2019), writing in a second language is a complex process that involves linguistic and strategic skills. Meanwhile, according to (Oshima & Hogue, 2007), it is explained that paragraph writing must have a clear structure, consisting of a topic sentence, supporting sentences, and a conclusion. In this regard, it shows that writing ability does not only depend on language knowledge but also on the appropriate strategies and

stages of writing in its structure, such as organizing ideas logically and using cohesive devices to connect sentences effectively.

One of the main problems in writing a paragraph is the difficulty in developing ideas. EFL students often face obstacles in expressing their ideas in a coherent and logical manner in writing. According to (Asnas & Hidayanti, 2024) states that EFL learning often encounters difficulties in organizing ideas due to limited critical thinking skills. According to (Kembaren et al., 2024), the lack of writing practice can also cause students to struggle in developing ideas in a structured manner.

Besides idea development, linguistic aspects also pose a major challenge. According to (Z. V. Zhang & Hyland, 2022), students often experience difficulties with grammar. And according to (Ferris, 2014), vocabulary is also one of the main obstacles in writing a paragraph. In addition, they also experience difficulties with punctuation and spelling, which affect the quality of their writing. This indicates that mastery of language aspects remains a major obstacle in Paragraph Writing in class for EFL students.

Another common issue that often arises is paragraph organization. According to (Graham et al., 2019), the inability to organize initial ideas can lead to unstructured writing. According to (Oshima & Hogue, 2007) emphasizes that a satisfactory paragraph must have unity and order in its structure. Furthermore, according to (ALWAFA et al., 2023), many students are still unable to compose paragraphs with a clear flow. Other factors such as motivation and learning strategies also influence students' ability to write paragraphs in class.

2.2.5 Paragraph Writing Class

Paragraph writing class is a course that focuses on developing EFL students' ability to write effective, structured, and coherent paragraphs in English (Savage et al., 2012). Additionally, EFL students are trained from the beginning in this Paragraph Writing course to pay attention to grammar, vocabulary, cohesion, and coherence in the writing process, resulting in paragraphs where the sentences are well-related and easily understood by the reader. According to (Rahman, 2022) Paragraph Writing plays a crucial role in the development of writing skills as it can help students develop ideas systematically, maintain coherence in their writing, and

convey information effectively or accurately. In this study, the Paragraph Writing class EFL students for the 2025/2026 academic year at Unirow Tuban. This course was chosen by the researcher because it aligns with the topic and the innovations in the research, which focuses on exploring the experiences of EFL students and the benefits of using assisted writing tools with Canva AI in the Paragraph Writing class.

2.3 Media

2.3.1 Definition of Media

According to (Smaldino et al., 2019) media is a means of communication used to convey messages from the source to the recipient effectively in the learning process, whether in visual, audio, or audiovisual form, thereby supporting the achievement of learning objectives.

Furthermore, media also plays a role in developing critical thinking skills among EFL students. According to (Buckingham, 2015) through media EFL students can analyze, evaluate, and interpret information in depth, making the learning process more meaningful. This is because media, especially digital media, presents various sources of information that encourage EFL students not

only to passively receive information but also to compare, verify, and critically reflect on it. Thus, EFL students become more selective in filtering information and are able to construct fact-based arguments with valid evidence, which ultimately supports the development of higher-order thinking skills during the learning process.

2.3.2 Media in Digital Learning

Media in digital learning are all forms of tools used to deliver various learning materials by utilizing digital technology. This media can form text, images, audio, video, and animations, as well as platforms that contain internet-based learning such as Learning Management Systems (LMS) and several other interactive applications. According to (Smaldino et al., 2019) learning media is a communication tool that can help convey messages from educators to learners more effectively, allowing the learning process to be more optimal.

Next, the multimedia learning theory explains that humans are more effective when information is presented through a combination of words and images rather than just text (Mayer, 2021). This shows that digital media that incorporate visual and verbal elements can enhance students' understanding of the learning material. From

Mayer's quote, it emphasizes that learning will be more meaningful when students are able to actively process information through various media channels, thereby reducing cognitive load and optimizing learning outcomes.

In digital learning, media also plays a crucial role in enhancing the quality of learning, as it can present material in a more engaging, interactive, and varied manner. The use of digital media allows the learning process to not only be limited to the classroom but also to be conducted flexibly at various times and places, making it easily accessible anywhere and anytime (Bates, 2015).

2.3.3 Utilization of Media in Education

The utilization of media in education refers to using various tools, facilities, or technologies to make the learning process more effective and diverse. Media can be classified as print and digital media (Yuniarti et al., 2023). Print media is a type of media presented in physical form, such as books, learning modules, student worksheets, and other teaching materials. In these media, they are usually used to deliver material by teachers in a systematic and structured manner, making it easier for students to understand learning in the classroom, which enhances their engagement and retention of information. Next is

digital media. Digital media is a learning medium that utilizes technology and the internet. This media includes various platforms such as learning management systems (LMS), applications, e-learning, and other multimedia content. This digital media includes elements of text, images, and audio, which can enhance student engagement and motivation.

In direct practice in education, the use of media in the world of education plays a crucial role in improving the quality of the teaching and learning process. In the current digital era, the use of technology-based media also allows for a flexible and direct learning process, unrestricted by space and time, enabling students to have many opportunities to learn independently according to their individual needs and learning pace (Clark & Mayer, 2023). In this regard, it can be seen that media not only serves as an auxiliary tool but also as project-based learning that can enhance the effectiveness of learning in relation to students' characteristics and language styles, such as visual, auditory, or kinesthetic preferences, thereby catering to diverse learning needs.

In addition, the use of media in the world of education also greatly contributes to the development of

21st-century skills, such as critical thinking, creativity, collaboration, and digital literacy. Students do not only play the role of information recipients but are also required to be active in seeking, understanding, and managing the information obtained through various types of learning media. According to this researcher, it is emphasized that the more optimal the use of media by teachers and students, the greater the opportunity to achieve better and more meaningful learning outcomes both inside and outside the classroom (Antoninis et al., 2023).

2.3.4 Experiences and Benefits of Media in Education

An experience of using media in the world of education shows that learning media plays a crucial role in helping the process of delivering material to be more easily understood by students. In the practice of learning, media such as videos, images, animations, and others from digital platforms are able to present information in a more realistic, engaging, and tailored manner to the diverse learning needs of each student. This makes abstract concepts easier to understand because they are presented through a combination of visual and verbal digital media that support each other. Multimedia-based learning can

enhance students' understanding because information is processed through both visual and auditory channels simultaneously, thereby strengthening the formation of meaning in long-term memory (Mayer, 2021). Additionally, well-designed media can reduce students' cognitive load, making the learning process more effective, structured, and less confusing (Clark & Mayer, 2023). According to the explanations of both researchers, media not only functions as an aid but is also an important part of the learning design that affects the quality of students' understanding during the learning process. Evidence from its use in education shows that the use of mobile learning and multimedia in teaching improves student learning outcomes by 20%–30% compared to traditional teaching (Sung et al., 2016). Additionally, research by Schroeder in 2020 in his meta-analysis shows that multimedia-based learning has a strong positive effect on conceptual understanding with a medium to high effect size (g = 0.70), meaning that media has a significant impact on the learning environment and student outcomes.

In terms of benefits, learning media also makes a significant contribution to enhancing students' motivation, understanding, and learning outcomes. Media can make

the learning process more interactive, varied, and less boring so that students are more interested and highly engaged in learning activities. In addition, media also helps students connect learning materials with real-life situations, making learning more meaningful and easier to remember in the long term. Learning media can increase students' interest and learning because it can provide more realistic, engaging experiences that meet students' needs (Fiorella & Mayer, 2022). The use of media and technology in learning has a positive impact on increasing student engagement and the development of higher-order thinking skills (Schmid et al., 2014). From the research (R. Zhang & Zou, 2022), it shows that the use of multimedia in language learning can improve students' communication skills by up to 25% better compared to using traditional methods because students more frequently use digital media to practice communication in language learning. In this regard, it reinforces that learning media not only enhances cognitive understanding but also directly impacts students' practical skills in language learning.

2.4 Assisted Writing Tools

2.4.1 Definition of Assisted Writing Tools

Assisted writing tools are technological devices, applications, or programs that can help someone's writing improve, especially in terms of grammar, sentence structure, and content. This tool is usually used during the writing process to help correct mistakes, provide suggestions, and present ideas more clearly and purposefully. In the context of English as a Foreign Language (EFL) learning, the use of this tool has been proven to reduce errors and gradually improve the quality of students' writing (Ranalli, 2021). This shows that technology is now a key part of modern writing education, not just an extra tool.

In addition, assisted writing tools also have various features such as grammar checks, spell checks, and writing style suggestions, as well as paraphrasing tools and sentence improvement tools. For example, there are applications or platforms that incorporate artificial intelligence (AI) technology capable of providing direct feedback while users are writing. With the presence of this features, writers not only improve the final result but are also assisted in developing ideas and constructing

sentences sequentially (Stevenson & Phakiti, 2014). In that regard, it can make the writing process easier while also providing a direct and relatively experiential learning experience. However, the use of this technology must be directed so that students do not become overly dependent on the tool but instead continue to develop their ability to think creatively and write independently (Z. V. Zhang & Hyland, 2022). Therefore, assisted writing tools in learning must be accompanied by proper guidance from an instructor to ensure optimal learning outcomes.

2.4.2 Types of Assisted Writing Tools

English language learning for students can be enhanced by using artificial intelligence technology. Writing and reading skills for English as a Foreign Language (EFL) students can be taught using artificial intelligence (AI) technology in a student-centered manner. AI-based program websites can assist students with their English tasks in various skill areas, such as writing skills. (P. Li et al., 2023) found that technology with artificial intelligence can improve the quality of language translation with the help of website or application development. According to (Wang, 2019) artificial intelligence technology can offer a platform for realistic

simulation discussions for teaching and learning English in various skill areas.

Assisted writing tools are different types that are created to help writers in every writing process, from planning ideas to the revision stage and to publication. These types are categorized by the main functions of each digital tool in improving the quality of writing in terms of language and content. The presence of artificial intelligence (AI) technology in writing assistance tools also plays a significant role in language learning, particularly in enhancing the writing skills of EFL learners (Kamal, 2026). The categories of assisted writing tools and their descriptions are:

1. Grammarly

Grammarly is an AI-based writing assistant tool which helps users to improve the quality of their writing in English. Grammarly is a feedback application that offers users instant, real-time feedback on grammatical errors, spelling, and writing styles (O'Neill & Russell, 2019). Grammarly checks grammar, spelling and punctuation and gives suggestions to improve the writing to make it clearer, more effective and professional. Grammarly has a number of features that

automatically help users improve the quality of their writing.

a. Grammar checker: This feature is used to check for grammatical errors such as tense usage, subject-verb agreement, and other sentence structures.

b. Plagiarism checker: This feature is used to check for similarities with other sources on the internet, helping users avoid plagiarism.

c. Tone detector: This feature can help users identify the tone of the writing, such as formal, informal, or professional, to match the writing purpose.

d. Vocabulary enhancement and paraphrasing suggestion: This feature can help enrich word choices and restructure sentences to make them more effective and varied.

2. QuillBot

Quillbot is an AI-based writing instrument intended to paraphrase and reword sentences properly and accurately. According to (Latifah et al., 2024) Quillbot is an application of technology based on artificial intelligence that helps EFL learners to improve

sentence structure and vocabulary and produce better variations of academic writings. Quillbot has many functions, one of which is helping users improve the quality of their writing, avoid plagiarism, and make sentences more effective without changing the meaning of the original text. Students and researchers frequently use this tool when writing an academic assignment such as a scientific article because it can help to find alternative words and sentence structures in a matter of seconds. Quillbot has many features that make it useful for academic writing.

a. Paraphraser: This feature is used to change the sentence structure and some word choices without altering the main meaning of the text, making the writing more varied.

b. Grammar checker: This feature functions to correct errors in grammar, punctuation, and spelling in both academic and general writing.

c. Summarizer: This feature is used to summarize text without omitting important points, turning it into a shorter and more easily understandable paragraph.

d. Plagiarism checker: This feature is used to detect the originality level of a text compared to other sources, thereby maintaining the originality of the work.

e. AI Humanizer: This feature has several functions, including the ability to transform AI-generated sentences to be more natural, more human-like, and less stiff, unlike texts automatically produced by artificial intelligence technology.

f. Citation generator: This feature helps users create citations or bibliographies automatically in various formats, such as APA, MLA, and Chicago.

g. Translator: This feature is used to translate text into various languages.

3. ChatGPT

ChatGPT is a computer technology based on artificial intelligence, created by OpenAI, to assist users in creating various results they seek and also to generate text in real time. ChatGPT is an AI-based large language model that can generate human-like responses and is used for assisting learning, creativity,

and academic writing (Kasneci et al., 2023). ChatGPT is a writing assistant that is being misused for quick and relevant searches for ideas and academic explanations. Some major features of Chatbot are chat box, voice chat, image generation, image analysis, file upload, and many more.

4. **Perplexity**

Perplexity is a technology-based artificial intelligence. Perplexity consists of a platform that functions like a chatbot, searching for information from the internet in real-time for users. It can be accessed directly through the Google web. Perplexity is a very popular digital tool among students for its ability to provide short, fast, and exhaustive answers (Patia et al., 2025). Perplexity is a technology tool based on artificial intelligence that can be used in the academic context by users such as students for various purposes, such as searching for references, structuring writing, and improving grammar. However, the use of AI in academic writing is not without its challenges, including dependence on technology, the potential for misinformation and concerns about academic integrity in learning. Perplexity has several direct reference

sources that help users to get more structured information, so it is easier for them to search and write in academic form. Perplexity has many features like search engine, real-time web search, citation sources, summarizing the information, conversational search, follow-up questions, academic research assistance, file upload analysis, and the ability to answer questions based on many reliable sources online.

5. Canva

Canva is a digital design platform that can be used to help users to create various types of visual content easily and practically, such as achievement posters, infographics, video editing, learning media tools, and other documents. Canva is a digital design application that is an effective and innovative learning medium that has a variety of visual features and templates that can be used to create learning content creatively and engagingly (Harianto et al., 2025). Available from a number of templates and editing features that can be used by students, university students, teachers, and the general public to support learning and work activities. Many students turn to Canva frequently to assist them in the process of editing, composition of writing, presentations, and other creative activities in EFL learning. Moreover, Canva is not just a digital platform, but it has also incorporated artificial intelligence (AI) technology through several features. Canva has several features that perform the following functions:

1. Canva Docs: This feature is for writing paragraphs or essays.

2. Magic Write: Canva’s latest AI (artificial intelligence)-related feature. This AI feature is used to generate text automatically, create drafts for writing, and write various other texts. This feature also can use Indonesian and English.
3. Template: This feature provides multiple ready-to-use templates for presentations, posters, CVs, social media, and other design requirements.
4. Drag and Drop editor: This feature allows users to easily edit a variety of designs so that they will be more attractive and add things like images, text, or other icons based on the user's design needs.
5. Photo and video editor: This feature is utilized to edit photos and videos simply according to the user’s requirement.
6. Text editing tools: The feature is utilized to modify the font types, sizes of the text, text colors, alignment spacing, and effects of the text to make the text view more attractive and easier to read.

2.5 Canva AI (Magi Write)

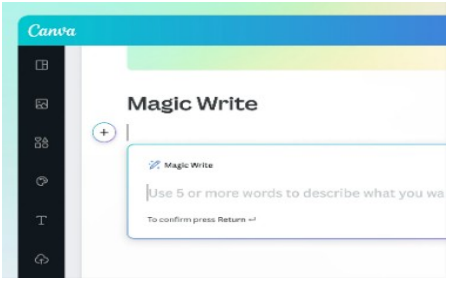


Figure 1. Canva AI (Magic Write Feature)

Canva AI is an artificial intelligence feature built within the Canva application of the graphic design platform to help users create different types of visual content faster and easier. Canva AI also has artificial intelligence features to help users in their creative endeavors. These features include “Magic Write” for automatic text creation, smart image editing, and instant design creation based on descriptions provided by the user. These features allow users to type in their desired ideas or concepts, and the system will automatically create relevant variations. Therefore, it is one of the most useful tools to accelerate the generation of text or other visual content (Hao et al., 2024).

Canva AI Magic Write is an AI-powered writing assistant that helps students write, expand, structure and enhance their work. It might give prompts to help students to generate ideas, develop sentences, expand information, and revise their texts (Harianto et al., 2025). Canva (AI) artificial

intelligence can help university students who struggle with ideas, words, sentences, and paragraphs. Canva Magic AI helps students to write paragraphs, especially in organization, development of ideas, grammar, punctuation, and expression (Utami & Karnedi, 2024b). Canva AI Magic Writer also assisted students in overcoming writer's block and supported creativity and motivation (Putri et al., 2025). Therefore, Canva artificial intelligence can be another tool in the brainstorming, drafting, and revising stages.

There are some advantages and disadvantages of Canva Magic Write for the students' writing activities. It benefits students in various ways, such as generating ideas, overcoming writer's block, constructing sentences and paragraphs, finding other words and expressions, and accelerating the drafting process. It can also stimulate students' creativity and provide them with ideas to produce their own ideas, which will make the writing process more practical and interesting (Chan & Hu, 2023). But Magic Write is also limited in that the generated text can be inaccurate, irrelevant, too general, or not appropriate for the students' intended meaning. Therefore, students need to check, revise, and personalize before using the content. Furthermore, the use of AI-generated text could decrease students'

opportunities to develop their independent thinking and writing skills. Furthermore, academic writing might be hindered by inaccurate information and the difficulties in evaluating content produced by AI (Kim et al., 2025). Magic Write does not replace students' own thinking and writing skills. It enhances students' writing processes.

Canva AI is an important part of the education world as it supports learning, especially the development of writing skills and creativity among students and university students. The results of this study indicated that the use of Canva AI can help students in idea generation, paragraph writing and writing quality improvement (Tustiawati et al., 2025). Moreover, Canva AI has a positive influence on the students' learning motivation. Another study indicates that the use of AI writing digital assistants in digital design platforms like Canva can improve creativity, self-confidence, and student engagement in completing tasks using digital technology (Marzuki et al., 2023).

The researcher chose Canva AI as the subject of this research because it is an assisted digital tool that utilizes artificial intelligence-based technology, is readily available, and offers various writing features, such as Magic Write, visual templates, and other recommendations that help EFL

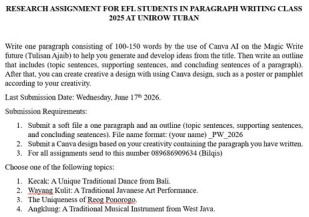
students develop ideas, write paragraphs, and enhance their creativity in writing. Canva AI not only helps the writing process but also provides a more interactive and innovative learning experience, which increases the direct student's involvement in writing activities (Hafidzin et al., 2024). It is believed that the utilization of AI-based technology in English language learning can help students be more confident in expressing ideas and developing writing skills more efficiently (Wale, 2024). Furthermore, there is limited research on the use of Canva AI for teaching writing, especially in the area of paragraph writing in higher education. Therefore, this study intended to explore the experience of EFL students and the benefits of using Canva AI as a digital-assisted writing tool in the writing learning process at Unirow Tuban.

2.5.1 The use of Canva AI

In the context of the education world especially for EFL students, the use of Canva AI particularly the "Magic Write" feature can be applied in stages to help students develop ideas and enhance creativity in paragraph writing learning. Additionally, the use of AI in the global context can also encourage more interactive and independent learning, making students more active in developing

critical and creative thinking skills in writing (Tabuk & Cetin, 2026). Below are some steps for EFL students to use Canva AI "Magic Write" in Paragraph Writing class:

1. The researcher gave the EFL class of 2025 students a task to write one paragraph based on the predetermined theme. Students select one of the themes offered by the researcher. The paragraph assignment should include the structure of topic sentences, supporting sentences, and concluding sentences. After completing the paragraph, EFL students are asked to make the paragraph in the shape of a poster or pamphlet using their own creative ideas.



RESEARCH ASSIGNMENT FOR EFL STUDENTS IN PARAGRAPH WRITING CLASS 2025 AT UNIROW TUBAN

Write one paragraph consisting of 100-150 words by the use of Canva AI on the Magic Write future (Tulisan Ajaib) to help you generate and develop ideas from the title. Then write an outline that includes (topic sentences, supporting sentences, and concluding sentences of a paragraph). After that, you can create creative a design with using Canva design, such as a poster or pamphlet according to your creativity.

Last Submission Date: Wednesday, June 17th 2026.

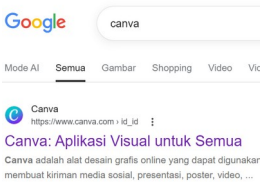
Submission Requirements:

1. Submit a soft file a one paragraph and an outline (topic sentences, supporting sentences, and concluding sentences). File name format: (your name) _PW_2026
2. Submit a Canva design based on your creativity containing the paragraph you have written.
3. For all assignments send to this number 089686909634 (Bilqis)

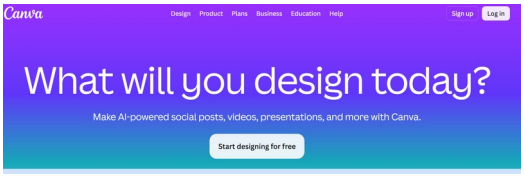
Choose one of the following topics:

1. Kecak: A Unique Traditional Dance from Bali.
2. Wayang Kulit: A Traditional Javanese Art Performance.
3. The Uniqueness of Reog Ponorogo.
4. Angklung: A Traditional Musical Instrument from West Java.

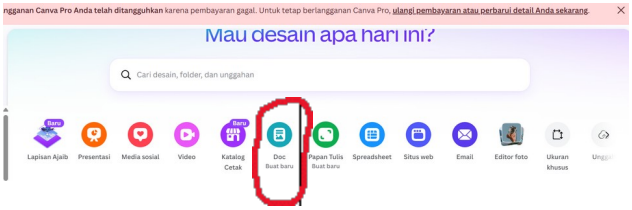
2. Opening Canva. Open the Canva application through the Canva website or directly through the application installed on each smartphone device.



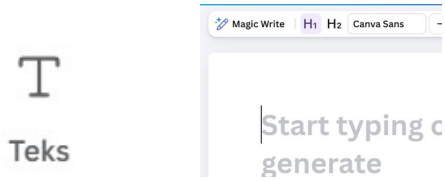
3. After that, log in using your individual Gmail account. If you are already registered, you can log in directly.



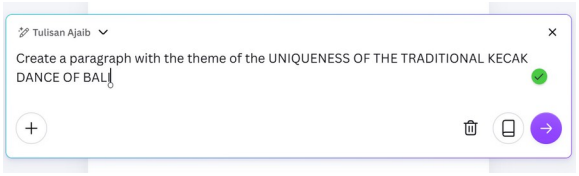
4. After that, the next step is to find the Docs feature. Press it and then enter that feature.



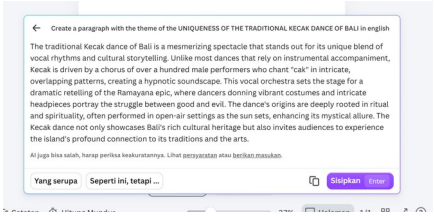
5. If you have entered the Docs feature, look for the T feature or area to add text. In that section, there is an AI-based feature from Canva called MAGIC WRITE.



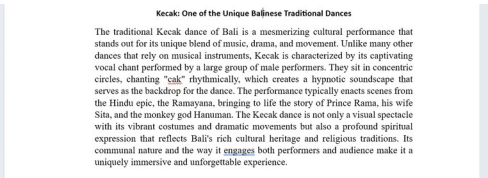
6. Before using the Magic Write feature, EFL students create clear commands or prompts according to the theme and content of the paragraph to be made. Example prompt: "Create a paragraph with the theme of the UNIQUENESS OF THE TRADITIONAL KECAK DANCE OF BALI". After the prompt has been created, enter the command/prompt into the Magic Write feature, then submit the command. The Magic Write AI feature will generate text based on the given instructions.



7. After the results from Magic Write appear, read and check them first. If the results do not match the theme or instructions, students can revise the prompt and try again until they produce results that align with the theme.

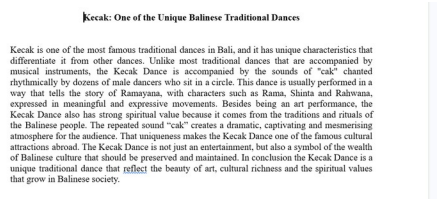

Create a paragraph with the theme of the UNIQUENESS OF THE TRADITIONAL KECAK DANCE OF BALI in english
The traditional Kecak dance of Bali is a mesmerizing spectacle that stands out for its unique blend of vocal rhythms and cultural storytelling. Unlike most dances that rely on instrumental accompaniment, Kecak is driven by a chorus of over a hundred male performers who chant "cak" in intricate, overlapping patterns, creating a hypnotic soundscape. This vocal orchestra sets the stage for a dramatic retelling of the Ramayana epic, where dancers donning vibrant costumes and intricate headpieces portray the struggle between good and evil. The dance's origins are deeply rooted in ritual and spirituality, often performed in open-air settings as the sun sets, enhancing its mystical allure. The Kecak dance not only showcases Bali's rich cultural heritage but also invites audiences to experience the island's profound connection to its traditions and the arts.
Ai juga bisa salah, harap periksa keakuratannya. Lihat persyaratan atau berikan masukan.
Yang serupa
Seperti ini, tetapi ...
Sisipkan Enter

8. After the text generated by the magic write feature aligns with the theme, students can edit the text. At this stage, students can check and correct errors in grammar, vocabulary, as well as word and sentence usage to ensure they adhere to proper English language rules. The text can be written in Word first.


Kecak: One of the Unique Balinese Traditional Dances
The traditional Kecak dance of Bali is a mesmerizing cultural performance that stands out for its unique blend of music, drama, and movement. Unlike many other dances that rely on musical instruments, Kecak is characterized by its captivating vocal chant performed by a large group of male performers. They sit in concentric circles, chanting "cak" rhythmically, which creates a hypnotic soundscape that serves as the backdrop for the dance. The performance typically enacts scenes from the Hindu epic, the Ramayana, bringing to life the story of Prince Rama, his wife Sita, and the monkey god Hanuman. The Kecak dance is not only a visual spectacle with its vibrant costumes and dramatic movements but also a profound spiritual expression that reflects Bali's rich cultural heritage and religious traditions. Its communal nature and the way it engages both performers and audience make it a uniquely immersive and unforgettable experience.

9. After editing, EFL students can revise the content of the text. At this stage, students can improve and develop the content of the paragraph by adding,

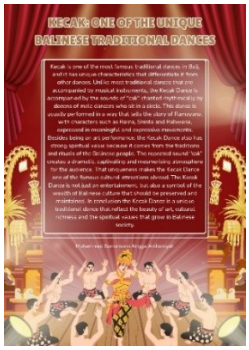
changing, or rearranging sentences according to their individual creativity.



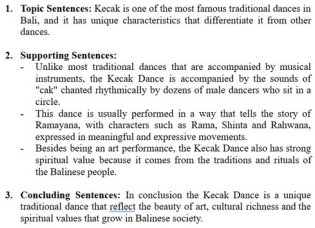
Kecak: One of the Unique Balinese Traditional Dances

Kecak is one of the most famous traditional dances in Bali, and it has unique characteristics that differentiate it from other dances. Unlike most traditional dances that are accompanied by musical instruments, the Kecak Dance is accompanied by the sounds of "cak" chanted rhythmically by dozens of male dancers who sit in a circle. This dance is usually performed in a way that tells the story of Ramayana, with characters such as Rama, Shinta and Rahwana, expressed in meaningful and expressive movements. Besides being an art performance, the Kecak Dance also has strong spiritual value because it comes from the traditions and rituals of the Balinese people. The repeated sound "cak" creates a dramatic, captivating and mesmerising atmosphere for the audience. That uniqueness makes the Kecak Dance one of the famous cultural attractions abroad. The Kecak Dance is not just an entertainment, but also a symbol of the wealth of Balinese culture that should be preserved and maintained. In conclusion the Kecak Dance is a unique traditional dance that reflect the beauty of art, cultural richness and the spiritual values that grow in Balinese society.

10. After revising, EFL students can identify the structure of a good and correct paragraph with (topic, supporting, and concluding sentences) from the finished paragraph.

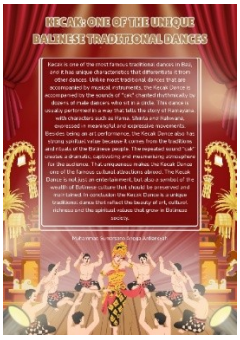


11. After the editing and revising stage of the paragraph text, EFL students can insert their paragraph compositions into a Canva design according to the theme they choose, reflecting their individual creativity.



1. **Topic Sentences:** Kecak is one of the most famous traditional dances in Bali, and it has unique characteristics that differentiate it from other dances.
2. **Supporting Sentences:**
   - Unlike most traditional dances that are accompanied by musical instruments, the Kecak Dance is accompanied by the sounds of "cak" chanted rhythmically by dozens of male dancers who sit in a circle.
   - This dance is usually performed in a way that tells the story of Ramayana, with characters such as Rama, Shinta and Rahwana, expressed in meaningful and expressive movements.
   - Besides being an art performance, the Kecak Dance also has strong spiritual value because it comes from the traditions and rituals of the Balinese people.
3. **Concluding Sentences:** In conclusion the Kecak Dance is a unique traditional dance that reflect the beauty of art, cultural richness and the spiritual values that grow in Balinese society.

12. After the entire process is complete, EFL students can present or submit the final result in the form of a poster or pamphlet containing a one-paragraph composition that has been created and a soft file containing a well-structured and correct paragraph.



1. **Topic Sentences:** Kecak is one of the most famous traditional dances in Bali, and it has unique characteristics that differentiate it from other dances.
2. **Supporting Sentences:**
   - Unlike most traditional dances that are accompanied by musical instruments, the Kecak Dance is accompanied by the sounds of "cak" chanted rhythmically by dozens of male dancers who sit in a circle.
   - This dance is usually performed in a way that tells the story of Ramayana, with characters such as Rama, Shinta and Rahwana, expressed in meaningful and expressive movements.
   - Besides being an art performance, the Kecak Dance also has strong spiritual value because it comes from the traditions and rituals of the Balinese people.
3. **Concluding Sentences:** In conclusion the Kecak Dance is a unique traditional dance that reflect the beauty of art, cultural richness and the spiritual values that grow in Balinese society.

2.5.2 Experiences and Benefits of Canva AI

User experiences of Canva AI regarding learning show that the technology can deliver considerable ease to its users, especially to students and teachers who still do not have adequate or correct design or writing skills. The presence of artificial intelligence-based features like Magic Write means that users can easily come up with initial ideas, build sentences, and create paragraphs in a guided way. The researchers found that using Canva AI in writing instruction can help students learn the writing process better (Satriani & El Fauziah, 2026). In this respect, it can be quite beneficial in easing the challenge of initiating the writing process, which is the primary

hurdle in writing instruction, particularly in the educational setting for EFL learners.

The use of Canva AI is important in terms of benefits of improving learning efficiency and productivity. The system can automatically suggest content, sentence structure, and idea development so students can make writing assignments in a shorter time. Based on the results of this research, the use of Canva in learning the English language can increase the effectiveness and direct involvement of students in the writing process (Wijayanti, 2022). The researchers' results indicated that technology assisted by artificial intelligence (AI) can improve direct engagement and confidence in writing learning (Utami & Karnedi, 2024b). This is very important in that context in EFL learning, as students feel often less confident in their use during the learning process. Canva AI scaffolds students so they can be the protagonists of the writing process, with AI as a partner that helps them guide and enrich the results of their writing.

2.6 Previous Studies

Several previous studies have examined the use of assisted writing tools in AI, particularly for improving

students' writing skills in the context of EFL learning. The results of the research indicate that AI-based technology can contribute positively to the quality of writing, learning motivation, and the revision process. However, research specifically discussing the use of Canva AI in paragraph writing instruction.

The first study by Fahrus Zaman Fadhly et al. (2026), entitled "Enhancing Academic Writing Pedagogy for University Students in the AI Age: Insights from a Delphi-based Framework," examines the development of academic writing pedagogy for university students in the era of Artificial Intelligence (AI) technology. This study aims to identify the main components of effective academic learning, evaluate various pedagogical approaches in pursuing academic writing, and formulate a structured academic writing framework at the university level. This study uses a mixed-methods with a Delphi-based framework approach involving 15 academic writing experts, English as a Language (EFL) lecturers, writing pedagogy researchers, and applied linguistics practitioners from various universities in Indonesia, as well as 120 undergraduates from five universities in West Java as a pilot study. The results of the study showed that process-based and genre-based pedagogy,

metacognitive strategy training, and technology-enhanced writing support significantly improved students' academic writing skills, particularly in coherence and cohesion (which increased from 3.2 to 4.1), argument development (from 3.5 to 4.3), grammar and mechanics (from 3.8 to 4.5), and lexical complexity (from 3.1 to 3.9). Furthermore, 87% of students stated that interactive writing and structured feedback were very beneficial in improving the quality of their writing, while 79% of students felt that the use of AI tools such as ChatGPT and Grammarly could help in the academic writing process. This study concluded that the integrity of process-based writing tools can effectively improve academic writing skills if used in a targeted manner and still guided by lecturers.

The second study by Laiba Waseem and Arslan Ali (2025), entitled "The Impact of AI-Powered Writing Tools on Students' Academic Writing Performance," examined the effect of using AI-powered writing tools such as ChatGPT, Grammarly, and QuillBot on students' academic abilities. This study aims to determine the extent to which the use of AI-based tools can improve students' writing skills, especially in the aspects of task fulfillment, organization, grammar, vocabulary (lexis), and mechanics. This study used quantitative methods with a quasi-experimental design

through a pretest and posttest approach to 35 undergraduate students at GIFT University, Pakistan. The students were asked by researchers to take a writing test before and after using AI-powered writing tools, and then the writing results were analyzed using the IELTS Writing Task 2 rubric and tested using a paired sample t-test, descriptive statistics, correlation analysis, and effect size analysis. The results of this study indicate that the AI-powered writing tool significantly improves grammar and vocabulary, with an initial grammar score of 1.14 to 1.77 and an initial vocabulary score of 2.22 to 2.43. However, this study also found that higher-order writing skills such as organization and task fulfillment did not improve, even decreasing from 2.86 to 2.48. In addition, the results of statistical tests indicate that the overall improvement in writing performance is not statistically significant because the p value of 0.229 is greater than 0.05. This study concludes that the AI-powered writing tool effectively helps students improve grammar and vocabulary but does not improve critical thinking skills, coherence, and in-depth idea development. Therefore, using AI still requires lecturers' and targeted users' guidance to prevent students from becoming dependent on AI technology.

The third study by Raissa Ayuni Syahputri and Jaka Nugraha (2024), entitled "Student Behavior in Using Artificial Intelligence for Canva Instant Presentation," examines the behavior of students in using AI features in the Canva Instant Presentation application. This study aims to determine several factors that influence students' attitudes and interests in using AI-based Canva, such as perceived usefulness, perceived ease of use, innovativeness, perceived enjoyment, efficiency, and attitude toward Canva and intention to use Canva. This study uses a quantitative method with an explanatory research approach and the Technology Acceptance Model (TAM) for students of the Office Administration education study program at Surabaya State University. Data were collected by researchers through an online questionnaire using a Likert scale from 175 students who use Canva AI and then analyzed using SEM-GSCA (Structural Equation Modeling-Generalized Structured Component Analysis). The results showed that perceived ease of use, perceived enjoyment, and efficiency have a significant influence on students' attitudes the use of Canva AI, while perceived usefulness and innovativeness do not have any influence. In this study, researchers also found that attitude toward Canva has a very strong influence on the intention to

use of Canva with a coefficient value of 0.779, which indicates that the more positive the attitude of students towards Canva AI, the higher their interest in continuing to use the technology. In addition, this study confirms that Canva AI is very helpful for students to improve efficiency, creativity, and quality in presentation results and facilitates direct collaboration in group or individual assignments through real-time collaboration and instant design features. However, this study also identified several obstacles, including limitations on free features, internet connectivity issues, and a lack of student understanding regarding the innovative features of Canva AI, which leads some students to rely on pre-existing templates or designs instead of fully exploring the capabilities of AI. Based on this study, it can be concluded that Canva AI has a very positive impact on students' attitudes and interests in creating learning materials in the form of presentations because it increases the creativity of materials in learning.

The fourth study by Silvia Utami and Karnedi (2024), entitled "Enhancing Students' Writing Paragraphs through Canva Magic AI," examines the effect of using Canva Magic AI, especially Magic Write, on improving the quality of students' paragraph writing and students' perceptions of the

use of AI technology. This study aims to determine whether Canva Magic AI can improve the quality of students' writing in aspects of organization, logical development of ideas, grammar, punctuation, spelling, and mechanics, as well as style and quality of expression. In addition, this study explores students' perceptions regarding the effectiveness of Canva Magic AI in assisting the academic writing process. This study uses a quantitative method with a pre-experimental design through a one-group pretest–posttest design on eight English literature students of STBA Persada Bunda in the 2023–2024 academic year. The research data was collected through writing tests and questionnaires, then analyzed using the Wilcoxon Signed Ranks Test with the help of SPSS Version 20. The results of this study indicate that Canva Magic AI provides a significant improvement in the quality of paragraph writing with an initial p-value = 0.012, which is smaller than 0.05. All writing components showed an improvement, especially the development of logical ideas, which obtained the highest average score of 18.50 and is in the "Excellent to Good" category, and can improve organization, grammar, punctuation, spelling, mechanics, and style of expression. This study also found that Canva Magic AI can help students improve grammar, develop ideas in a

more structured way, and increase vocabulary and quality of writing. In addition, students' perceptions of the use of Canva Magic AI were very positive, with an average score of 4.22 on a Likert scale of 1 to 5. This shows that Canva Magic AI is very effective in improving writing skills and helping them develop ideas and understand transitions. However, this study also found several obstacles, such as errors due to internet connection, resulting in AI results that did not match user prompts and commands, and limitations on use for free users. This study concluded that Canva Magic AI is a highly effective learning tool for improving students' paragraph writing skills, but its use still requires guidance to avoid relying on AI and continue to develop critical thinking skills in the writing process.

The fifth study by Hilmaliana S. Putri, Lilies Youlia Friatin, and Wawan Tarwana (2025) is entitled "Using Canva AI Magic Write to Assist Students in Writing Descriptive Text." This study discusses the use of Canva AI, namely Magic Write, as a learning tool to help students write descriptive text in English learning. This study seeks to investigate how teachers use Canva AI's "Magic Write" in the writing learning process, as well as to determine students' perceptions of the use of this technology in improving their

ability to write descriptive text. This study uses a qualitative method with a case study design involving 30 students and one English teacher. Research data were collected by researchers through observation, interviews, and questionnaires using a Likert scale, then analyzed through a data triangulation process based on the three instruments. The results of the study show that Canva AI Magic Write is an interesting and effective learning medium in helping students to improve their writing skills, especially in developing ideas, organization, grammar, vocabulary, and creativity in writing descriptive text. The use of this technology can help students overcome difficulties in initiating and developing ideas in writing, increase confidence, and improve the quality of writing through feedback from teachers and collaborative learning in group work. In addition, most students gave a positive perception towards the use of Canva AI Magic Write because it was considered easy to use, able to increase motivation in learning, save time and learning costs, and provide opportunities for students to be more active and creative in the writing process. However, this study showed several obstacles, such as limited internet connection, device screen size when using the technology, and the ability of students' creativity in using AI-based digital media. Based on

this study, although there are obstacles to the internet connection when using the technology, it can still help in improving students' writing skills and learning motivation.

The sixth study by S. Utami and J. Ariati (2025) is entitled "Leveraging AI for Collaborative Writing: A Mixed Method Study on Student Experiences Using AI Writing Tools." This study discusses the use of artificial intelligence (AI) collaborative writing tools in writing and students' experiences in using AI technology in the learning process in writing. This study aims to analyze how the use of AI writing tools can help students improve their collaborative writing skills, develop ideas, improve grammar arrangement, and enhance the learning experience for students in writing lessons using digital technology. This study uses a mixed method with an exploratory sequential mixed method design that combines quantitative and qualitative data. The subjects of this study were eight third-semester students majoring in English, Faculty of Letters, Persada Bunda Indonesia University, who were selected using purposive sampling because they had used AI as a writing tool in the Advanced English Grammar and Essay Writing courses for the 2024–2025 academic year. In this study, the research materials used were Grammarly, QuillBot, and Canva AI Magic Write.

The three AIs significantly impact the combined experience of students' writing. Grammarly helps students improve the quality of their writing and correct grammatical errors; QuillBot improves students' self-confidence in writing through paraphrasing and revision features; and Canva AI Magic Write helps students generate ideas and develop their writing more easily. This study also found several challenges, such as limited access to premium features on Grammarly and QuillBot, source accuracy issues, sometimes irrelevant AI suggestions, and technical constraints on Canva AI Magic Write, which is considered slower and uses less accurate and up-to-date sources than other AI writing tools. Overall, this study concludes that AI writing tools have enormous potential as innovative learning media that can support collaboration in student writing and improve writing skills, although they still require lecturer guidance so that students use AI technology critically, creatively, and responsibly in academic writing.

All previous studies focused on Canva AI technologies as writing aids for learning English as a Foreign Language (EFL). However, those studies have some similarities and differences with this research. From the similarities in the research, it can be seen in several studies by Fahrus Zaman

Fadhly et al. (2026), Laiba Waseem and Arslan Ali (2025), Silvia Utami and Karnedi (2024), and Hilmaliana S. Putri et al. (2025), as well as S. Utami and J. Ariati (2025), which show that the use of AI technology can help improve the quality of students' writing, especially in idea development, grammar, organization, vocabulary, and learning motivation in EFL learning. These studies are also in line with the research by Aissa Ayuni Syahputri and Jaka Nugraha (2024), which highlights the benefits of Canva AI in enhancing creativity and experience during learning through AI-based digital technology. Meanwhile, the differences lie in the objectives, methods, and contexts of the research. In previous studies, most researchers used quantitative, quasi-experimental, or mixed methods that focused more on the influence and effectiveness of AI usage on writing skills, whereas in this study, the researcher used an exploratory approach to deeply understand students' experiences and the benefits of using this technology as assisted writing tools. In addition, previous studies were conducted in different contexts and locations, such as universities in West Java, Surabaya, Persada Bunda, and Pakistan, whereas this study specifically focuses on EFL students in the Paragraph Writing class at Unirow Tuban. This study also focuses on exploring

students' experiences and the benefits of using Canva AI as an assisted writing tool in Paragraph Writing class.

CHAPTER III

RESEARCH METHODOLOGY

This chapter covers the research design, research subject, data and source of data, technique and instrument of collecting data, procedure of collecting data, and data analysis techniques.

3.1 Research Design

Research design is a plan developed by the researcher that aids in the understanding of a phenomenon or a particular group, tailored to the situation and context being studied (Takona, 2024). The research design for this study is descriptive in form and qualitative in approach, according to this theory. This study investigated EFL students' experiences and benefits the use of Canva AI of assisted writing digital tool in the Paragraph Writing class at Unirow Tuban. A qualitative descriptive research design is used in this study. According to (Creswell & Creswell, 2017) asserted that qualitative research serves to investigate and comprehend the significance of a social phenomenon from the perspective of students. According to (Sugiyono, 2017) states that, in addition, qualitative research is used to study objects in their natural conditions, with the researcher as the main instrument in the data collection process. The researcher

chose this research design because it can provide a more profound understanding of the experiences and opinions towards the use of Canva AI from the feature Magic Write of assisted writing tool EFL students in the process learning of Paragraph Writing in class. The research emphasizes the importance of this technology and highlights ways in which EFL students directly benefit from its use in developing ideas, constructing sentences, expanding vocabulary, receiving immediate feedback, and enhancing the efficiency of the writing process.

3.2 Research Subject

According to the research by (Manohar et al., 2018) research participants are people who are chosen based on their abilities and information, which helps the researcher obtain data that is in line with the research objectives. The research subjects were the students of the second-semester of the English Education Study Program of Universitas PGRI Ronggolawe Tuban in the claas of academic year 2025. The students were selected based on their taking the course of “Paragraph Writing," which is the subject of this study. The present study involved all the EFL students, male and female students who were enrolled in the course. There were 26 EFL

students in total, 22 female students and 4 male students. The researcher hopes that by involving all class members, the data obtained will be more comprehensive and in depth regarding the experiences of EFL students use of Canva AI on the Magic Write feature in English paragraph writing. The study also seeks to investigate the direct benefits perceived by students and how the Magic Write feature can help students in developing ideas, increasing creativity in writing, and facilitating the process of structuring paragraphs in a more effective and systematic way.

Table 3.1 Total Research Subject

Gender	Total
Male	4
Female	22
	26

3.3 Data and Source of Data

The study employs qualitative data. Data were collected through observation, interviews, and discussions on the experiences of EFL students and the benefits they felt during the use of Canva on the Magic Write feature of assisted digital writing tools in Paragraph Writing class. The data collected by the researcher were about the responses, experiences, benefits, and opinions of EFL students

regarding the use of Canva AI as a writing tool. The data source refers to the subjects from whom the researcher collects data (Yin, 2015).

3.3.1 Type of Data

The data used by the researcher in this study consists of:

A. Primary

Primary data is data that is collected first-hand from the source. Primary data is usually gathered through observation, interview, focus group discussion (FGD), and dissemination (Adnan & Latief, 2020). Primary data is obtained through several stages of observation during learning activities in paragraph writing by providing explanations and examples of the use of Canva AI on the Magic Write feature and the benefits they directly feel when the use of Canva AI as an assisted writing tool to develop ideas and their creativity in paragraph writing.

B. Secondary

Secondary data is data collected in previous research. Secondary data can be gathered from various sources such as books, journals, and other written sources (Adnan & Latief, 2020). The secondary data in this research was obtained by the researcher from

some documents to support the primary data, such as the results of the EFL students' paragraph writing assignments made the use of Canva AI to see their creativity in creating their paragraphs. The results of the questionnaire, open-ended questionnaire, and close-ended questionnaire were also completed, and the results of the interviews were grouped. The data is supporting data to validate the research findings.

3.3.2 Source of Data

In this study, the researcher's data source is 26 second-semester EFL students in the Paragraph Writing course of Unirow Tuban. The primary data were obtained from two observations in the classroom during the learning process. In the first week of observation, the researcher introduced the Canva application, which has several features. The main feature in this study is the Magic Write feature, which can be used to facilitate paragraph writing, and the researcher tried to use Canva AI from the Magic Write feature with the students. The observation was to understand how they use the feature and their initial response to the use of artificial intelligence (AI) technology in classroom learning. Then, the researcher commanded the EFL students to create

essays by the use of Canva AI with the Magic Write feature to develop their ideas and creativity as the additional value for their assignments. In the second week, the observations were made by looking at the assignments that had been given by the researcher and had been done by the EFL students. Supporting data consisted of the completion of questionnaires and interviews to understand the students' responses and the problems faced as a learning medium and documentation as evidence of the research being conducted in the classroom.

3.4 Technique of Collecting Data

According to (Ary et al., 2019) data collection is an important stage in research because the data obtained will determine the relevance and accuracy of the research results. This research uses four data collection techniques, namely observation, questionnaires, interviews, and documentation. Of the four data collection techniques, they are chosen to obtain data that are complete, in-depth, and aligned with the researcher objectives, which are to explore the experiences of EFL students and the benefits use of assisted writing digital tool in the form of Canva AI from the features Magic Write in Paragraph Writing class at Unirow

Tuban. Each data collection technique is supported by research instruments tailored by the researcher in this study so that the data obtained is more accurate, systematic, and relevant to the focus of this research.

3.4.1 Observation

The observation technique was applied to the participants involved in this study. Observation is a data collection technique where participants' activities, behaviors, and interactions are observed and understood in their natural environment (Balcom et al., 2021). The researcher conducted the observation by watching the learning process that was done by the lecturer and the students in the Paragraph Writing class, and then the researcher asked a little time to explain the use of Canva AI on the Magic Write feature as a learning medium of assisted digital writing tools.

The research process will begin on June 8, 2026 and will take place three times over a three-week period. In the first observation, the researcher observed the learning process in the Paragraph Writing class and then asked at the end of the lesson to explain about Canva AI, especially Magic Write. In the first observation, the researcher introduced and applied the use of Canva AI, especially the

Magic Write feature, as the assisted digital writing tool in the Paragraph Writing class. The researcher observed students use the feature to assist them in generating ideas, constructing sentences, and composing Paragraph Writing in English. The researcher also observed the process, responses, participation, and involvement of EFL students in the use of Canva AI as a writing aid during the activity. At the end of the lesson, students were tasked with writing an essay the use of Canva AI on the Magic Write feature as a medium for idea development in writing. After the production of the essay, students were asked to present their written work in an attractive design by using of the Canva application to add visual elements that matched the theme provided by the researcher. The purpose of the task is to assess the EFL learners' ability to utilize Canva AI in writing and also to explore their creativity in integrating writing and design elements with it. The second observation is the researcher's observation of the EFL students' final assignments, which are the contents of the essays and the designs made by the students the use of Canva. In the third observation, the researcher reflects on the implementation of Canva AI in Paragraph Writing class and conducts semi-structured

interviews with all the EFL students participating in the research. Interviews were conducted to gain information on what they experienced directly and the challenges they faced while the use of Canva AI, especially the Magic Write feature as an aid in writing paragraphs.

The researcher used an observation sheet that contains several aspects related to the adjustments in EFL students' experiences while the use of Canva AI of assist in the process of collecting the data. The researcher used the statements from the study (Filzah 2025) and adapted them.

Table 3.2 Observation Checklist

No.	**Statement Activity**	**Yes**	**No**
1.	The researcher introduced themself to the EFL students in the paragraph writing class and explained the purpose of the research.		
2.	Researcher introduced Canva AI, specifically on the Magic Write feature of assisted digital writing tool.		
3.	The researcher explains or introduces how to use of Canva AI on the Magic Write feature to assist in the initial stages of writing and idea development.		
4.	EFL students pay attention to the researcher's explanation regarding the use of		

	AI features in classroom learning.		
5.	EFL students show enthusiasm for classroom learning activities using that technology in paragraph writing.		
6.	EFL students actively ask questions regarding the use of Canva AI on the Magic Write feature for developing ideas in paragraph writing.		
7.	EFL students try to write a paragraph using and utilizing Canva AI with a free title as an initial example in using the Magic Write feature.		
8.	EFL students follow the tutorial provided by the researcher.		
9.	One of the EFL students asked about the issues that occurred when the use of Canva AI on Magic Write.		
10	Next, the researcher examined the paragraph writing results done by EFL students on the use of Canva AI.		

3.4.2 Questionnaire

A questionnaire is a tool used to collect data through a series of questions designed to measure the variables of a study (Taherdoost, 2022). A questionnaire is a data collection technique that involves providing a number of statements or questions to participants to obtain information in accordance with the research objectives. In

this study, the questionnaire is used by the researcher to obtain data on exploring the experiences, benefits, and responses of EFL students toward the use of Canva AI from the features Magic Write in Paragraph Writing class systematically. The researcher uses two types of questionnaires to obtain data in this study, namely close-ended questions and open-ended questions.

The instrument in this study consists of statements from closed and open-ended questions, which were obtained from the adaptation and modification of several existing studies that explore the experiences, benefits, constraints, and challenges of using AI technology as an assisted writing tool in English writing learning. The research was conducted by Riwayati Ningsih et al. (2026); Nguyen et al. (2025); and Agustin et al (2025) did the research. Then the questions were adjusted to the research objectives of the researcher and the context of the experience of EFL students and the benefits use of Canva AI of assisted writing digital tool in Paragraph Writing class at Unirow Tuban.

The first instruments are closed-ended question section, the researcher used closed-ended questions with a Likert Scale with several answer choices to find out the

experiences of EFL students and the benefits use of assisted writing digital tool on Canva AI, Especially the magic write feature in the Paragraph Writing class at Unirow Tuban. Magic Write is an artificial intelligence (AI)-based feature on Canva AI that assists users in generating ideas, writing sentences, developing paragraphs, and boosting students' creativity in paragraph writing with automatic writing assistance based on user-provided instructions or keywords. The researcher asked the respondents to select the answer that best described their experiences and opinions regarding each of the statements. The questionnaire uses a five-point Likert Scale consisting of Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). For positive statements is Strongly Agree is scored 5, Agree is scored 4, Uncertain is scored 3, Disagree is scored 2, and Strongly Disagree is scored 1. The researcher chose closed-ended questionnaires because this technique can help make data collection more targeted and ease the analysis procedure for responses from all respondents. Closed-ended questions are a type of question that provides the respondent a certain number of specific answer options so that the respondent only needs

to choose one answer from the given options that corresponds to their experience or opinion (Sanchez, 2024). This allows respondents to fill the questionnaire easily and helps researchers to group and analyze data in a more systematic way. In this study, the statements in the questionnaire developed by the researcher have been grouped into several groups, namely EFL students' experiences, benefits the use, ease the use, creativity and idea development, challenges the use, responses and satisfaction the use of Canva AI (Magic Write feature) in paragraph writing class.

Each category contains third statements items that respondents must select according to their experiences and what they felt when the use of Canva AI on the Magic Write feature in the English writing learning process in Paragraph Writing class. In addition, the use of the Likert Scale is very helpful for researcher to see the level of agreement of students about their experiences and benefit the use of Canva AI from the features Magic Write in learning. The questionnaire data is then analyzed on the basis of the number of EFL students who select each answer category for each statement. This helps researcher to be better understand the trends in student experiences.

Thus, this approach can provide more organized data that is easy to understand and offers a clearer picture of the students' experiences while the use of Canva AI as a writing assistant in a paragraph-writing class.

Table 3.3 Closed-ended Questions Use of Canva AI (Magic Write Feature)

No	**Statements**	**SA**	**A**	**U**	**D**	**SD**
A.	**EFL Students Experiences**					
1.	Canva AI (Magic Write Feature) provides a new and positive experiences in the process of writing paragraphs in class.					
2.	Canva AI (Magic Writer Feature) offers a different learning experience from my usual writing methods in class.					
3.	Canva AI (Magic Write Feature) gives me more confidence in composing paragraphs after by using it.					
B.	**Benefits**					
1.	Canva AI (Magic Write Feature) provides text directly and helps me develop ideas while writing paragraphs.					
2.	Canva AI (Magic Write Feature) helps me structure paragraphs better and more coherently.					

3.	Canva AI (Magic Write Feature) helps me get several references on vocabulary that fits the topic of the paragraph.					
C.	**Ease**					
1.	Canva AI (Magic Write Feature) makes it easy for me to find initial ideas for my writing.					
2.	Canva AI (Magic Write Feature) helps me brainstorm ideas before writing a paragraph.					
3.	Canva AI (Magic Write Feature) helps me develop sentences into structured paragraphs.					
D.	**Creativity and Idea Development**					
1.	Canva AI (Magic Write Feature) helps generate ideas before writing better paragraphs.					
2.	Canva AI (Magic Write Feature) helps me develop ideas into clearer and more structured paragraphs.					
3.	Canva AI (Magic Write Feature) provides inspiration so I can be more creative in writing paragraphs.					
E.	**Challenges**					
1.	Canva AI (Magic Write Feature) results from my brainstorming					

	need to be tried several times to get text that fits the topic of discussion.					
2.	Canva AI (Magic Write Feature) sometimes produces text that does not match what I requested.					
3.	Canva AI (Magic Write Feature) makes me more dependent on technology when writing paragraphs.					
F.	**Responses and Satisfaction**					
1.	I feel very satisfied after by the use of Canva AI (Magic Write Feature) for writing English paragraphs.					
2.	Canva AI (Magic Write Feature) has been very helpful in making paragraph writing more interesting, enjoyable, and not boring.					
3.	I would recommend by the use of Canva AI (Magic Write Feature) as an assisted writing tool activity medium to other students.					

The second questionnaire is open-ended question. According to (Baburajan et al. 2020) open-ended questions enable e respondents to articulate their responses freely, resulting in more diverse and detailed information. As

quoted by the researchers, open-ended questions could provide opportunities for some respondents to answer freely and elaborately. Thus, the researcher could obtain a variety of in-depth information. For the open-ended question, the researcher gave two questions that focused on opinions about the use of Canva AI the feature from Magic Write of assisted digital writing tool in the Paragraph Writing class at Unirow Tuban.

Table 3.4 Open-ended Questions Use of Canva AI (Magic Write Feature)

NO	**OPEN-ENDED QUESTION**
1.	What is your opinion on the use of Canva AI (Magic Write Feature) as a tool to assist in writing English paragraphs? Mention one advantage and one disadvantage you have regarding its use.
2.	Mention any direct benefits you have experienced from the use of Canva AI (Magic Write Feature) in helping to write and develop the content of paragraphs in English? Mention just one based on your experiences while using it.
3.	What obstacles did you encounter while the use of Canva AI (Magic Write Feature) in writing English paragraphs? Mention just one from your experiences related to its use.

3.4.3 Interview

Interviews are a way in which the researcher can engage with the interviewees directly to learn about their experience, perceptions, and opinions in relation to the topic of the research (Karatsareas, 2022). In the technique and instrument for data collection in this study, the researcher interviewed 10 student respondents to explore the experiences of EFL students and the benefits of Canva AI the Magic Write feature of assisted digital writing tool in Paragraph Writing class. The interviews were conducted with the consent of the EFL learners without any coercion to keep the confidentiality of their identities as research subjects. For this process, the interviews were recorded and commented on as evidence for the research.

In this study, the researcher conducted semi-structured interviews with some students of the English Education Study Program at Unirow Tuban. The interview participants were purposefully sampled from the ten students who participated in this research. Interviews serve as the primary tool for qualitative researchers, offering rich and detailed data that questionnaires alone cannot provide. Therefore, the researcher used semi-structured interviews to better understand EFL students'

experiences and the benefits of use the Magic Write feature on the Canva application as an AI-based writing aid for paragraph writing.

Table 3.5 Interview Questions Use of Canva AI (Magic Write Feature)

NO	INTERVIEW QUESTION
1.	Have you ever used technology on the Canva application before? If so, what do you usually use the Canva application for? can you explain about using it
2.	After attending the Paragraph Writing class yesterday that used and utilized digital AI technology, how familiar are you with the use of Canva AI (Magic Write Feature) as a medium to assist in writing paragraphs in English? Does that feature help you in composing a paragraph?
3.	What was your first experiences or impression when using by Canva AI (Magic Write Feature) to write paragraphs in English in the Paragraph Writing class?
4.	In the process of writing a paragraph in English, how do you utilize Canva AI (Magic Write Feature), and does this feature help you in brainstorming, developing, and organizing ideas? Or did you just paste the results from Canva AI directly to create the paragraph?
5.	In your opinion, what are the direct benefits you have experiences after using by Canva AI (Magic Write Feature) in writing paragraphs in English?
6.	When you used the Canva AI technology (Magic Write Feature), did you encounter any obstacles or

	challenges? If yes, can you explain the challenges or obstacles that were occurring at that time and how you overcame them?
7.	After using technology on Canva AI (Magic Write Feature) as an aid to develop ideas in paragraph writing, how confident are you that the paragraph writing you produced aligns with the idea you want to convey, on a scale of 1-10 and mention just one reason why?

3.4.4 Documentation

Documentation is a data collection technique carried out by gathering various documents related to the research process as supporting evidence for the study (Bowen, 2009). In this documentation technique, researchers obtain concrete evidence regarding the learning process and activities of EFL students during the use of Canva AI in paragraph writing activities. The documentation collected by the researcher in this study includes results, namely the researcher briefly explaining the use of Canva AI from the Magic Write feature, the written works of EFL students who have used Canva AI from the Magic Write feature, and interviews conducted by the researcher with EFL student participants in the Paragraph Writing class at Unirow Tuban.

3.5 Procedure of Collecting Data

According to (T. Li et al., 2019) data collection is a systematic process for gathering relevant and accurate information according to the research objectives. Ensuring the appropriate use of the obtained data in the analysis and answering of research questions is crucial. Data collection procedures of technique in the study are as follow:

1. First, the researcher selected twenty-six second-semester academic year 2025/2026 students from the English Education Study Program at Unirow Tuban in the paragraph-writing class who have experiences and benefits use of Canva AI on the Magic Write feature in Paragraph Writing activities in class.
2. Second, the researcher seeks permission from the course instructor and participants to conduct the research and explains the research objectives.
3. Third, the supervisor prepared and validated the research instruments, including observation, questionnaires, interview semi-structured, and documentation checklists.
4. Fourth, EFL students' experiences tried to write a paragraph by use of Canva AI on the Magic Write feature as a research assignment.

5. Five, the researcher distributed questionnaires through Google Forms to collect data on the experiences of EFL students and the benefits use of Canva the Magic Write feature as an AI-based assisted tool in paragraph writing.
6. Sixth, the researcher collects and reviews all questionnaire responses obtained from the participants.
7. Seventh, the researcher selected several representatives from EFL students to participate in semi-structured interviews.
8. Eighth, the researcher conducted semi-structured interviews with selected participants to obtain more in-depth information regarding their opinions on the experiences and benefits use of Canva AI on the Magic Write feature for paragraph writing.
9. Nineth, the researcher records and transcribes the interview results for further analysis.
10. Tenth, the researcher collected supporting documents, including questionnaire responses, interview transcripts, student writing assignments, and photos related to the research activities.
11. The last, the researcher organizes, verifies, and analyzes all data collected from questionnaires, interviews, and

documentation to answer the research questions and ensure the credibility of the findings.

3.6 Data Analysis Techniques

According to (Anthony Grant, 2020), data analysis is an important activity that must be carried out by researchers because it is impossible for researchers to draw conclusions without continuing data analysis. According to (Miles et al., 2014), qualitative data analysis comprises four activities: data reduction, data coding and categorization, data presentation, and conclusion drawing or verification. In this study, these techniques were used to analyze data from questionnaires, semi-structured interviews and documentation on the perceptions of EFL students' experiences and benefits of using Canva from Magic Write feature as an AI-based digital assisted writing tool in Paragraph Writing class.

3.6.1 Data Reduction

Data reduction is done by selecting, focusing, simplifying, and grouping the data obtained from questionnaires, interviews, and documentation. At this stage, the researcher reviews all the data collected to identify information that corresponds to the research

objectives. The selected data were the experiences of EFL students in using the Magic Write feature of Canva AI as a digital writing aid, the benefits of Paragraph Writing learning the use of Canva AI, and the students' responses to the use of Canva AI the Magic Write feature in the class. Meanwhile, data unrelated to the research focus are set aside. So, the data becomes more organized and straightforward to analyze in the next step.

3.6.2 Coding and Categorization

Coding and categorization were applied to classify the collected data into meaningful themes. Data obtained from the closed-ended questionnaire were grouped according to the questionnaire dimensions, namely EFL students' experiences the use of Canva AI (Magic Write feature) in paragraph writing, benefits the use of Canva AI (Magic Write feature) in paragraph writing, ease the use of Canva AI (Magic Write feature) in paragraph writing, creativity and idea development the use of Canva AI (Magic Write feature) in paragraph writing, challenges the use of Canva AI (Magic Write feature) in paragraph writing, responses and satisfaction the use of Canva AI (Magic Write feature).

Table 3.6 Coding of Categories

NO	CATEGORIES	CODES
1.	Students Experiences	SE
2.	Benefits the Use	BU
3.	Ease the Use	EU
4.	Creativity and Idea Development	CID
5.	Challenges the Use	CU
6.	Responses and Satisfaction	RS

The coding process allowed the researcher to identify the pattern and similarities in participants' responses and interpret the findings.

3.6.3 Data Display

Data presentation is a collection of organized and concise information, which allows drawing conclusions and actions (Verdinelli & Scagnoli, 2013). In this study the researcher presented the questionnaire data in the form of tables and descriptive summaries. The close-ended questionnaire data were tabulated by statement and category. The interview findings were presented in a narrative form supported by participant responses.

Table 3.7 Questionnaire Data Sheet

NO.	CATEGORIES	FREQUENCY	PERCENTAGE
1.	Students Experiences		
2.	Benefits of Use		

To calculate the percentage of students' responses, the following formula was used:

$$P=\frac{F}{N}x100\%$$

Where:

P = Percentage

F = Frequency of responses

N = Total number of participants

Then, the researcher analyzed the results descriptively to explain the experiences of EFL students and the benefits of using the Magic Write feature on Canva AI as an assisted writing digital tool in Paragraph Writing class at Unirow Tuban.

3.6.4 Conclusion Drawing or Verification

Drawing or verification of the conclusion was the last stage of data analysis. The researcher at this stage interpreted the findings obtained from the questionnaire, interview and documentation to answer the research

questions. The researcher cross-checked and cross-verified data from different sources of data to enhance the credibility and validity of the findings.

Frequency and percentage of students' responses in each category were identified and analyzed for the close-ended questionnaire data. The data gathered from the open-ended questionnaire and interview were analyzed using thematic analysis by identifying common themes concerning the experiences of EFL students, the advantages of using the Magic Write feature on Canva AI in paragraph writing, ease of use, creativity and idea development, challenges encountered while using it, and students' responses and satisfaction with the use of Canva AI as an assisted writing digital tool. The results were presented in a descriptive manner and supported by the participants' statements. Finally, the conclusions were drawn based on the overall findings of EFL students' experiences and the benefits use of Canva AI on the Magic Write feature in a Paragraph Writing class at Unirow Tuban.

The second data collection technique is semi-structured interview through face-to-face meetings. The interview was recorded via smartphone. The researcher

recorded and transcribed the interviews and systematically analyzed the participant responses. The interview data were then grouped into themes around students' experiences, benefits, ease of use, creativity and idea development, challenges, and responses to the use of the Magic Write feature on Canva AI. The interview results were interpreted to supplement and deepen the questionnaire results. The conclusions are based on the integration of data from the questionnaires, interviews and documentation.

CHAPTER IV

FINDING AND DISCUSION

This chapter presents the findings and discussion of the research data. Data was collected from observation, questionnaires, and interviews. The data is used to deeply explore the experiences, benefits, and responses of EFL students perceived when using of Canva AI on the Magic Write feature of the assisted writing digital tool in the Paragraph Writing class at Unirow Tuban.

4.1 Finding

This chapter presents the research findings on the use of Canva AI from the Magic Write feature of the assisted writing digital tool in Paragraph Writing class at Unirow Tuban. The research data were obtained through observation, questionnaires, and interviews. The findings of this research are organized based on three statements of the problem, namely, exploring EFL students' experiences with the use of Canva AI as a digital tool during Paragraph Writing class, identifying the benefits of the use of Canva AI as a digital tool in promoting EFL students' creativity in Paragraph Writing class, and analyzing EFL students' responses to the use of Canva AI as a digital tool in Paragraph Writing class.

4.1.1 Implementation Use of Canva AI (Magic Write Feature) in Paragraph Writing Class

As explained by the researcher in the previous chapter, the first technique used in collecting research data is observation. Three observations were planned over a two-week period, on June 8th, 2026, gradually and consecutively. As per the lesson schedule, the first observation was done in the first week on June 8th, 2026. The second observation is then made in the second week online following notification in the work from home (WFH) schedule on June 15th, 2026. Finally, the third observation was on June 17th, 2026, in the second week at the end of all the courses.

1. First day of observation

The first observation was conducted in room I5 during the Paragraph Writing class on Monday, June 8th, 2026. The initial observing session began at around 10:00 AM. The activity started with the researcher introducing themself to the EFL students in Paragraph Writing class. Then, the researcher explained that this observation was a part of the research for the final project about the exploration EFL students' experiences and the benefits the use of Canva AI as

assisted digital writing tool in Paragraph Writing class. The researcher then explained the purpose of the use Canca AI in learning to write paragraphs. The researcher briefly explained the purpose on the use of Canva AI in the Paragraph Writing class. The researcher clarified that the use of Canva AI is not used to replace the students' writing abilities but rather as an aid for EFL students in writing English paragraphs, finding ideas, seeking inspiration in sentences, developing the content of ideas, obtaining feedback in the writing process, and so on in terms of writing a paragraph.

At this stage, the researcher provides a live demonstration on how to use of Canva AI on the Magic Write feature. Previously, the researcher discussed the structure of paragraph writing, which consists of three structures: topic sentences, supporting sentences, and concluding sentences. First, the researcher showed the students the Magic Write feature found in the text column for the first time. Thereafter, the researcher entered keywords to create and generate ideas before putting them into writing. Previously, the researcher informed the students not to copy and paste the results

generated by Canva AI but to develop them according to the desired topic into several sequential sentences and to use the results provided by the AI as a reference in composing a paragraph. After finishing the paragraph, they can use Canva design to create the final result according to their creativity and the topic.

During the activity, the students appeared very enthusiastic in following the explanation given by the researcher. After demonstrating the use of Canva AI, the researcher instructed the students to create a paragraph with a free title by using the Magic Write feature. When the EFL students wrote paragraphs based on the results from Canva AI, the researcher reiterated that the results provided by Canva AI should not be copied directly. Students must still develop the results themselves using their own language and understanding because the results obtained from Canva AI sometimes do not match to what we want in terms of the prompt.

Table 4.1 First Day of Observation Checklist

No.	**Statement Activity**	**Yes**	**No**
1.	The researcher introduced themself to the EFL students in the Paragraph Writing	✓	

	class and explained the purpose of the research.		
2.	Researcher introduced Canva AI, specifically on the Magic Write feature of assisted digital writing tool.	✓	
3.	The researcher explains or introduces how to use of Canva AI on the Magic Write feature to assist in the initial stages of writing and idea development.	✓	
4.	EFL students pay attention to the researcher's explanation regarding the use of AI features in classroom learning.	✓	
5.	EFL students show enthusiasm for classroom learning activities using that technology in paragraph writing.	✓	
6.	EFL students actively ask questions regarding the use of Canva AI on the Magic Write feature for developing ideas in paragraph writing.	✓	
7.	EFL students try to write a paragraph using and utilizing Canva AI with a free title as an initial example in using the Magic Write feature.	✓	
8.	EFL students follow the tutorial provided by the researcher.	✓	
9.	One of the EFL students asked about the issues that occurred when the use of Canva AI on Magic Write.	✓	
10	Next, the researcher examined the Paragraph Writing results done by EFL	✓	

	students on the use of Canva AI.		

2. Second day of observation

In the second observation of the second week, it was conducted on Monday, June 15th, 2026, online via WhatsApp chat. On that schedule, the lectures were conducted online or through work from home (WFH). In this meeting, the researcher provided a pre-prepared assignment in the form of a soft file, which already contained information about the task and its example. Students were asked to write a one-paragraph composition consisting of a topic sentence, supporting sentences, and a concluding sentence. In completing this assignment, EFL students can use and take advantage of the Magic Write feature in Canva AI to help identify topics, develop ideas, seek inspiration, enrich vocabulary, and receive feedback on the content of their writing.

After writing a paragraph, students were also asked to design their work by using Canva design for creativity, utilizing various design element feature tailored to their individual creativity. The purpose of this activity is for EFL students not only

to practice their writing skills but also to present their written work in a more interesting and creative way when read or displayed.

Table 4.2 Second Day of Observation Checklist

No.	Statement Activity	Yes	No
1.	The researcher assigned a task to write a paragraph by the use of Canva AI on the Magic Write feature.	✓	
2.	EFL students happily worked according to their own creativity as instructed by the researcher.	✓	
3.	EFL students chose one topic to develop in the paragraph	✓	
4.	EFL students developed the paragraph based on ideas obtained by the use of Canva AI and edited it according to their preferences.	✓	
5.	EFL students created designs creatively using the design templates available in the Canva app.	✓	
6.	EFL students submitted their assignments according to the instructions given by the researcher.	✓	

3. Third day of observation

The third observation was conducted on Wednesday, June 17th, 2026. At this stage, the

researcher focused on checking, inspecting, and documenting all the assignments that had been completed and submitted by the students in the previous meeting on Monday. The assignments submitted include soft files and design results on Canva, created creatively by students the use of Canva AI on the Magic Write feature in the process of composing a paragraph and their creative designs according to the written topic.

The researcher examines all incoming assignments, both in the form of files containing paragraphs and their structure as well as in the paragraph designs from Canva. In the files containing paragraphs and their structure, the researcher checks for the completeness of the structure, which consists of topic sentences, supporting sentences, and concluding sentences. Additionally, the researcher also pays attention to the coherence of sentences, sentence development, and the relevance of the paragraph content to the topic chosen by the EFL students. Meanwhile, in the Canva design results, the researcher observes the

students' creativity in presenting the paragraphs they have written.

Based on the examination results, most students are able to use and benefit from Canva AI to assist in the process of writing paragraphs. The EFL students mentioned that the Magic Write feature was very helpful for them when they struggled to generate ideas or decide on the topic for the writing they would produce. Additionally, Canva AI can assist them in obtaining inspiration and alternative sentence development, making the writing process more convenient and organized.

Table 4.3 Third Day of Observation Checklist

No.	**Statement Activity**	**Yes**	**No**
1.	EFL students submit all the assignments given by the researcher in the form of soft files and design results containing paragraphs on the assigned topics.	✓	
2.	The researcher examined all the assignments from the soft file and design, which contained paragraphs written by EFL students that had been completed.	✓	
3.	The researcher examines the	✓	

	completeness of the structure found in the paragraph in the soft file.		
4.	The researcher documented all the completed assignments of EFL students.	✓	

4.1.2 EFL Students' Experiences of Using Canva AI (Magic Write Feature) During Paragraph Writing Class

The results of the students' responses to the closed-ended questionnaire in the category **"EFL students' experiences the use of Canva AI (Magic Write Feature) in paragraph writing."** were obtained from 26 respondents. The category consists of 3 questions aimed at understanding the experiences of EFL students' while using of Canva AI on the Magic Write feature in the process of paragraph writing as a digital assisted writing tool. The students' responses data were then grouped based on the level of agreement using a Likert Scale consisting of five categories: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Uncertain (U), 4 = Agree (A), and 5 = Strongly Agree (SA). The results of the EFL students' respondents in the category of experience use of Canva AI

on the Magic Write feature in Paragraph Writing learning are as follows:

Table 4.4 Students' Experiences (SE) (Statements 1)

Options	Frequency	Percentage
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	3	11.5%
Agree (A)	17	65.4%
Strongly Agree (SA)	6	23.1%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

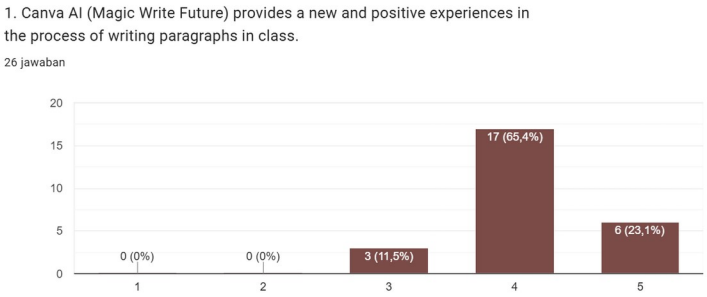


Figure 2. Students' Responses to Statements 1 (Category 1)

Based on the result findings of diagram above, the respondents of EFL students to the statement that Canva AI (Magic Write Feature) provides a new and positive experiences in the process of writing paragraphs in class show that no respondents chose the "Strongly Disagree"

or “Disagree” categories, each at 0% or 0 respondents. Furthermore, 11.5% or 3 respondents chose the “Uncertain” category, 65.4% or 17 respondents chose the “Agree” category, and 23.1% or 6 respondents chose the “Strongly Agree” category. Based on the results of the diagram above, it can be concluded that the majority of EFL students have a new and positive experience the use Canva AI on Magic Write feature in Paragraph Writing class. This is indicated by the highest percentage in the Agree category, which is 65.4% or 17 respondents.

Table 4.5 Students’ Experiences (SE) (Statements 2)

Options	**Frequency**	**Percentage**
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	7	26.9%
Agree (A)	15	57.7%
Strongly Agree (SA)	4	15.4%
Total	26	100%

The result of EFL students’ respondents when displayed in the form of diagram can be seen image below:

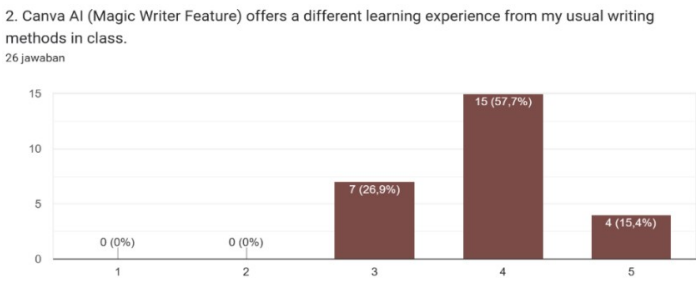


Figure 3. Students' Responses to Statements 2 (Category 1)

Based on the result findings of diagram above, EFL students' respondents to the statement that Canva AI (Magic Write Feature) offers a different learning experience from my usual writing methods in class show that no respondents chose the "Strongly Disagree" or "Disagree" categories, each at 0% or 0 respondents. Furthermore, 26.9% or 7 respondents chose the "Uncertain" category, 57.7% or 15 respondents chose the "Agree" category, and 15.4% or 4 respondents chose the "Strongly Agree" category. Based on the results of the diagram above, it can be concluded that the majority of EFL students' feel that the use of Canva AI (Magic Write Feature) provides a different learning experience compared to the writing methods they usually use in Paragraph Writing lessons. This is indicated by the highest percentage in the Agree category, which is 57.7% or 15 respondents.

Table 4.6 Students' Experiences (SE) (Statements 3)

Options	Frequency	Percentage
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	4	15.4%
Agree (A)	17	65.4%
Strongly Agree (SA)	5	19.2%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

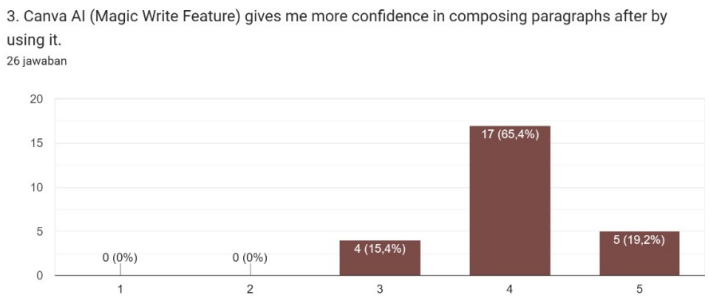


Figure 4. Students' Responses to Statements 3 (Category 1)

Based on the result findings of diagram above, the respondents of EFL students to the statement that Canva AI (Magic Write Feature) gives me more confidence in composing paragraphs after by using it show that no respondents chose the "Strongly Disagree" or "Disagree" categories, each at 0% or 0 respondents. Furthermore,

15.4% or 4 respondents chose the “Uncertain” category, 65.4% or 17 respondents chose the “Agree” category, and 19.2% or 5 respondents chose the “Strongly Agree” category. Based on the results of the diagram above, it can be concluded that the majority of EFL students feel more confident in composing paragraphs after use of Canva AI (Magic Write Feature) in Paragraph Writing lessons. This is indicated by the highest percentage in the Agree category, which is 65.4% or 17 respondents.

Next the result findings of the EFL students' respondents to the open-ended questionnaire were obtained from 26 respondents. Based on the data obtained through the open-ended questionnaire, the researcher presents data from several online respondents that are most relevant to illustrate the experiences of EFL students after the use of Canva AI (Magic Write Feature) of assisted writing digital tool in Paragraph Writing class.

1.	What is your opinion on the use of Canva AI	- Its very helpful, one advantage its make my progress fast, and disadvantage maybe come from my own old device because it makes so lag - Makes it easier to find ideas or references and there is no disadvantage for me

	(Magic Write Feature) as a tool to assist in writing English paragraphs? Mention one advantage and one disadvantage you have regarding its use.	- In my opinion, it is a great time-saver for drafting content. However, the disadvantage is that the output often sounds too robotic, so it requires manual editing to make it sound more natural. - In my opinion, Canva AI (Magic Write) is helpful for writing English paragraphs. One advantage is that it gives ideas quickly and saves time. One disadvantage is that the results are not always accurate, so they need to be checked and edited. - my assessment of this feature for helping to write paragraphs in English: Advantages: Efficiency and speed. This feature is excellent at overcoming writer's block and generating initial drafts, structural ideas, or variations in English vocabulary. - I think Canva AI (Magic Write) is helpful for writing English paragraphs. One advantage is that it gives ideas quickly. One disadvantage is that people may depend on it too much. - Helping me to find a new vocabulary - Canva AI's Magic Write is a helpful tool for writing English paragraphs. Advantage: It helps me to write faster by giving ideas and sentence suggestions. Disadvantage: The text it creates may not always be accurate or original, so it needs to be checked and edited. Overall: Magic Write is useful for

		helping with writing, but users should not depend on it completely. - I really like using Canva AI because it makes my writing much more structured. And the advantage is it gives me fresh ideas when I get stuck. However, the downside is that it can sound too robotic, which doesn't look great in the workplace where authenticity matters. - In my opinion Canva AI magic write for writing English paragraph, it's pretty useful. Advantage: instantly give opening paragraph, grammar and sentence structure are alredy correct. Disadvantage: Magic Write's output often reads "very AI". The vocabulary is safe, but it lacks personal style.

Based on the results findings from the closed-ended questionnaire and open-ended questionnaire above, it can be concluded that the majority of EFL students' have had several very positive experiences after the use of Canva AI (Magic Write Feature) during Paragraph Writing class. The experience is not only related to using new technology but also how EFL students utilize AI technology of assisted writing tool in generating ideas, brainstorming, developing the content of sentences in paragraphs

according to their preferences, and other related experiences. These findings are supported by the results of interviews conducted by the researcher with several respondents as follows:

Student 1	(SSR), she said “My first impression were very positive and surprising. I found Canva AI Magic Write easy to use and very helpful. It gave me clear ideas and correct sentence structures quickly, which made writing English paragraphs much simpler than I expected. It felt like having a helpful guide that made the whole writing process less difficult.”
Student 2	(LSH), he said “My first experience using Canva AI (Magic Write) in the Paragraph Writing class was very positive. At first, I was curious because I had never used an AI feature specifically for writing English paragraphs. I was also a little unsure whether it would be easy to use or whether it would produce relevant results. After trying it, I found that Magic Write was simple and user-friendly. I only needed to enter a topic or a short prompt, and it quickly generated ideas and paragraph suggestions. This made the writing process feel less stressful, especially when I did not know how to start writing.”

4.1.3 The Benefits and Challenges of Using Canva AI (Magic Write Feature) EFL Students' Creativity in Paragraph Writing Class

The result findings of the students' responses to the closed-ended questionnaire in the category **"Benefits the use of Canva AI (Magic Write Feature) in paragraph writing"** were obtained from 26 respondents. This category consists of 3 questions aimed at identifying the benefits directly perceived by EFL students' the use of Canva AI on the Magic Write feature as a digital assisted writing tool in Paragraph Writing class. The students' responses were then grouped based on the level of agreement using a Likert Scale consisting of five categories, namely: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Uncertain (U), 4 = Agree (A), and 5 = Strongly Agree (SA). The results of the EFL students' responses regarding the benefits the use of Canva AI on the Magic Write feature in the Paragraph Writing class are presented as follows:

Table 4.7 Benefits the Use (BU) (Statements 4)

Options	Frequency	Percentage
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%

Uncertain (U)	2	7.7%
Agree (A)	18	69.2%
Strongly Agree (SA)	6	23.1%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

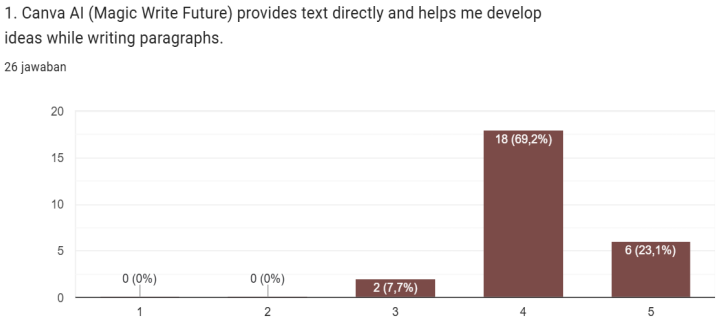


Figure 5. Students' Responses to Statements 1 (Category 2)

Based on the result findings of diagram above, the EFL students' respondents to the statement that Canva AI (Magic Write Feature) provides text directly and helps me develop ideas while writing paragraphs shows that no respondents chose the "Strongly Disagree" or "Disagree" categories, each at 0% or 0 respondents. Next, 7.7% or 2 respondents chose the category "Uncertain", 69.2% or 18 respondents chose the category "Agree", and 23.1% or 6 respondents chose the category "Strongly Agree". Based on these results, it can be concluded that the majority of EFL students feel that the use of Canva AI (Magic Write

Feature) can provide text instantly while also helping them develop ideas when writing paragraphs. This can be shown by the highest percentage in the Agree category, which is 69.2% or 18 respondents.

Table 4.8 Benefits the Use (BU) (Statements 5)

Options	**Frequency**	**Percentage**
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	4	15.4%
Agree (A)	18	69.2%
Strongly Agree (SA)	4	15.4%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

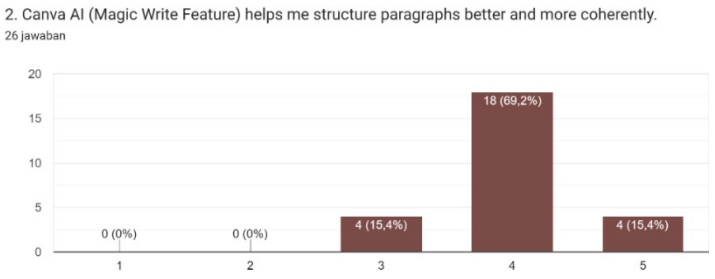


Figure 6. Students' Responses to Statements 2 (Category 2)

Based on the result findings of diagram above, respondents from the EFL students' above regarding the

statement that Canva AI (Magic Write Feature) helps me structure paragraphs better and more coherently. Showing that no respondents chose the “Strongly Disagree” or “Disagree” categories, each with 0% or 0 respondents. Next, 15.4% or 4 respondents chose the “Uncertain” category, 69.2% or 18 respondents chose the “Agree” category, and 15.4% or 4 respondents chose the “Strongly Agree” category. Based on these results, it can be concluded that the majority of EFL students feel that the use of Canva AI (Magic Write Feature) can help them compose paragraphs better and more coherently. This can be shown by the highest percentage in the Agree category, which is 69.2% or 18 respondents.

Table 4.9 Benefits the Use (BU) (Statements 6)

Options	**Frequency**	**Percentage**
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	6	23.1%
Agree (A)	15	57.7%
Strongly Agree (SA)	5	19.2%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

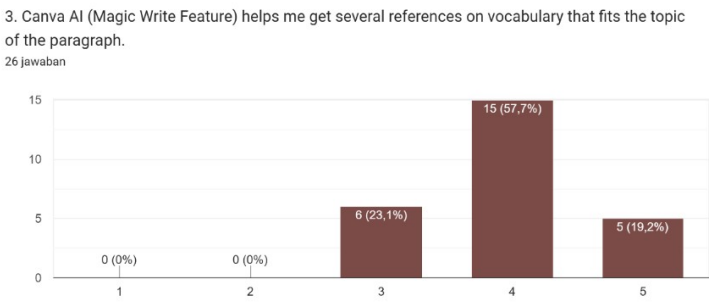


Figure 7. Students' Responses to Statements 3 (Category 2)

Based on the result findings of diagram above, respondents from EFL students' regarding the statement that Canva AI (Magic Write Feature) helps me get several references on vocabulary that fits the topic of the paragraph. Indicating that no respondents chose the "Strongly Disagree" or "Disagree" categories, each with 0% or 0 respondents. Next, 23.1% or 6 respondents chose the "Uncertain" category, 57.7% or 15 respondents chose the "Agree" category, and 19.2% or 5 respondents chose the "Strongly Agree" category. Based on these results, it can be concluded that the majority of EFL students feel that the use of Canva AI (Magic Write Feature) can help in obtaining various up-to-date vocabulary references that are relevant to the topic of the paragraph. This is

indicated by the highest percentage in the Agree category, which is 57.7% or 15 respondents.

Next, the result findings of the students' respondents to the closed-ended questionnaire in the category **“Ease the use of Canva AI (Magic Write Feature) in paragraph writing.”** were obtained from 26 respondents. This category consists of 3 questions aimed at identifying ease by EFL students’ the use of Canva AI on the Magic Write feature as a digital assisted writing tool in Paragraph Writing in class. The students' responses were then grouped based on the level of agreement using a Likert Scale consisting of five categories, namely: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Uncertain (U), 4 = Agree (A), and 5 = Strongly Agree (SA). The results of the EFL students' respondents regarding ease the use of Canva AI on the Magic Write feature in the Paragraph Writing class are presented as follows:

Table 4.10 Ease the Use (EU) (Statements 7)

Options	**Frequency**	**Percentage**
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	5	19.2%

Agree (A)	16	61.5%
Strongly Agree (SA)	5	19.2%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

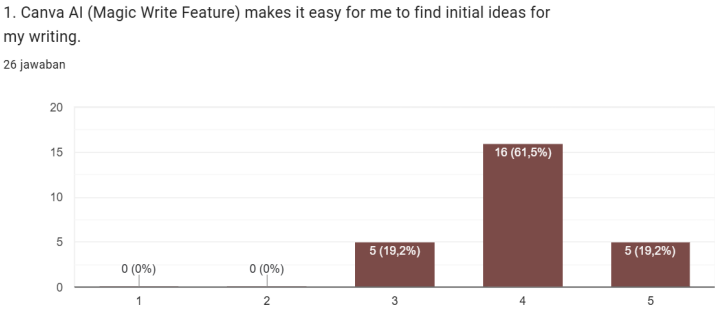


Figure 8. Students' Responses to Statements 1 (Category 3)

Based on the result findings of diagram above, respondents from EFL students' regarding the statement that Canva AI (Magic Write Feature) makes it easy for me to find initial ideas for my paragraph writing. From the statement, it shows that no respondents chose the "Strongly Disagree" or "Disagree" categories, each with 0% or 0 respondents. Next, 19.2% or 5 respondents chose the "Uncertain" category, 61.5% or 16 respondents chose the "Agree" category, and 19.2% or 5 respondents chose the "Strongly Agree" category. Based on these results, it can be concluded that the majority of EFL students' feel that use of Canva AI (Magic Write Feature) greatly

facilitates them in finding initial ideas for paragraph writing. This is indicated by the highest percentage in the Agree category, which is 61.5% or 16 respondents.

Table 4.11 Ease the Use (EU) (Statements 8)

Options	**Frequency**	**Percentage**
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	5	19.2%
Agree (A)	18	69.2%
Strongly Agree (SA)	3	11.5%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

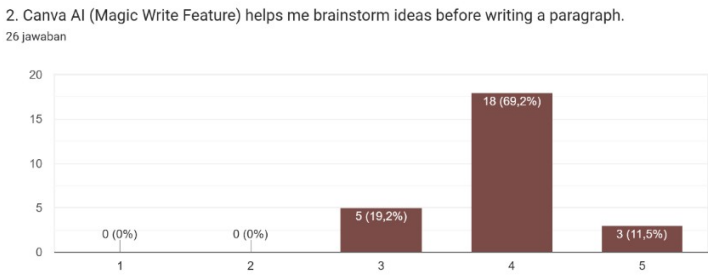


Figure 9. Students' Responses to Statements 2 (Category 3)

Based on the result findings of diagram above, respondents from EFL students' regarding the statement that Canva AI (Magic Write Feature) helps me brainstorm

ideas before writing a paragraph. From the statement, it shows that no respondents chose the “Strongly Disagree” or “Disagree” categories, each with 0% or 0 respondents. Next, 19.2% or 5 respondents chose the “Uncertain” category, 69.2% or 18 respondents chose the “Agree” category, and 11.5% or 3 respondents chose the “Strongly Agree” category. Based on these results, it can be concluded that the majority of EFL students’ feel that the use of Canva AI (Magic Write Feature) greatly helps them in brainstorming or generating ideas before starting to write a paragraph. This is indicated by the highest percentage in the Agree category, which is 69.2% or 18 respondents.

Table 4.12 Ease the Use (EU) (Statements 9)

Options	**Frequency**	**Percentage**
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	4	15.4%
Agree (A)	15	57.7%
Strongly Agree (SA)	7	26.7%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

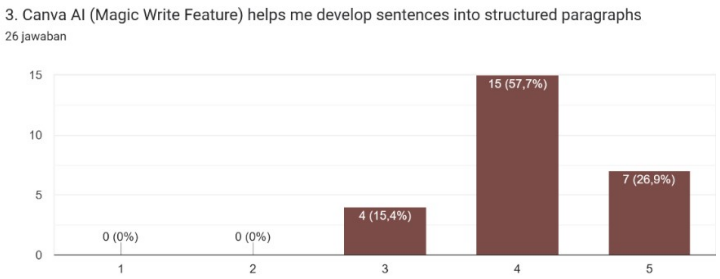


Figure 10. Students' Responses to Statements 3 (Category 3)

Based on the result findings of diagram above, respondents from EFL students' regarding the statement that Canva AI (Magic Write Feature) helps me develop sentences into structured paragraphs. From the statement, it shows that there were no respondents who chose the "Strongly Disagree" or "Disagree" categories, each with 0% or 0 respondents. Next, 15.4% or 4 respondents chose the "Uncertain" category, 57.7% or 15 respondents chose the "Agree" category, and 26.9% or 7 respondents chose the "Strongly Agree" category. Based on these results, it can be concluded that the majority of EFL students' feel that the use of Canva AI (Magic Write Feature) can help them develop sentences into more structured paragraphs. This is indicated by the highest

percentage in the Agree category, which is 57.7% or 15 respondents.

Next, the result findings of the students' responses to the closed-ended questionnaire in the category **“Creativity and idea development the use of Canva AI (Magic Write Feature) in paragraph writing.”** were obtained from 26 respondents. This category consists of 3 questions aimed at identifying creativity and idea development by EFL students’ the use of Canva AI on the Magic Write feature as a digital assisted writing tool promoting in Paragraph Writing in class. The students' responses were then grouped based on the level of agreement using a Likert Scale consisting of five categories, namely: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Uncertain (U), 4 = Agree (A), and 5 = Strongly Agree (SA). The results of the EFL students' respondents regarding creativity and idea development the use of Canva AI on the Magic Write feature in the Paragraph Writing class are presented as follows:

Table 4.13 Creativity and Idea Development (CID) (Statements 10)

Options	Frequen	Percenta

	cy	ge
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	5	19.2%
Agree (A)	17	65.4%
Strongly Agree (SA)	4	15.4%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

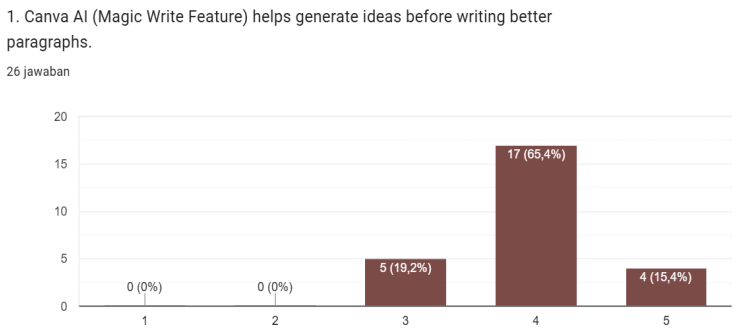


Figure 11. Students' Responses to Statements 1 (Category 4)

Based on the result findings of diagram above, respondents from EFL students' regarding the statement that Canva AI (Magic Write Feature) helps generate ideas before writing better paragraphs. From the statement, it shows that no respondents chose the "Strongly Disagree" or "Disagree" categories, each with 0% or 0 respondents. Next, 19.2% or 5 respondents chose the "Uncertain" category, 65.4% or 17 respondents chose the "Agree" category, and 15.4% or 4 respondents chose the "Strongly

Agree” category. Based on these results, it can be concluded that the majority of EFL students’ feel that the use of Canva AI (Magic Write Feature) greatly helps them generate ideas before writing paragraphs, thus improving the writing process. This is indicated by the highest percentage in the Agree category, which is 65.4% or 17 respondents.

Table 4.14 Creativity and Idea Development (CID) (Statements 11)

Options	**Frequency**	**Percentage**
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	6	23.1%
Agree (A)	15	57.7%
Strongly Agree (SA)	5	19.2%
Total	26	100%

The result of EFL students’ respondents when displayed in the form of diagram can be seen image below:

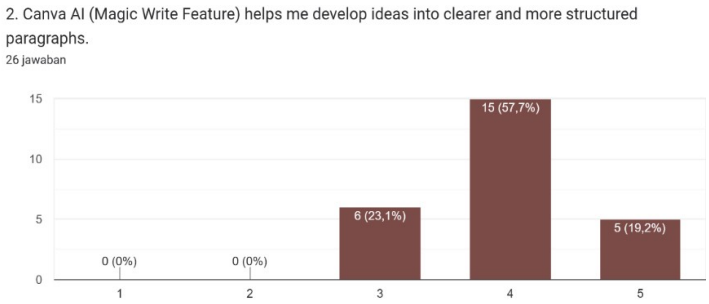


Figure 12. Students' Responses to Statements 2 (Category 4)

Based on the result findings of diagram above, respondents from EFL students' regarding the statement that Canva AI (Magic Write Feature) helps me develop ideas into clearer and more structured paragraphs. From the statement, it shows that no respondents chose the "Strongly Disagree" or "Disagree" categories, each with 0% or 0 respondents. Next, 23.1% or 6 respondents chose the "Uncertain" category, 57.7% or 15 respondents chose the "Agree" category, and 19.2% or 5 respondents chose the "Strongly Agree" category. Based on these results, it can be concluded that the majority of EFL students' feel that the use of Canva AI (Magic Write Feature) greatly helps them develop ideas to make the paragraph clearer and more structured. This is indicated by the highest percentage in the Agree category, which is 57.7% or 15 respondents.

Table 4.15 Creativity and Idea Development (CID) (Statements 12)

Options	Frequency	Percentage
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	2	7.7%
Agree (A)	17	65.4%
Strongly Agree (SA)	7	26.9%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

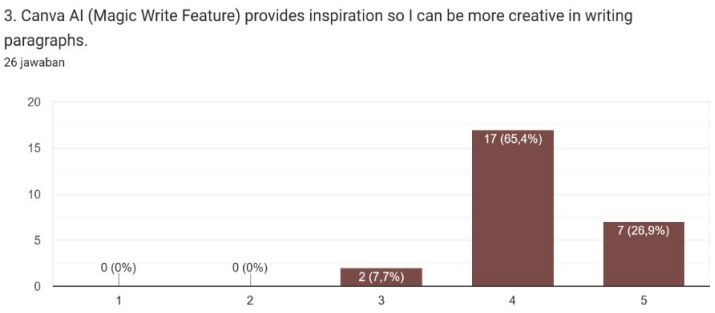


Figure 13. Students' Responses to Statements 3 (Category 4)

Based on the result findings of diagram above, respondents from EFL students' regarding the statement that Canva AI (Magic Write Feature) provides inspiration so that I can be more creative in writing paragraphs. From the statement, it shows that no respondents chose the "Strongly Disagree" or "Disagree" categories, each with

0% or 0 respondents. Next, 7.7% or 2 respondents chose the “Uncertain” category, 65.4% or 17 respondents chose the “Agree” category, and 26.9% or 7 respondents chose the “Strongly Agree” category. Based on these results, it can be concluded that the majority of EFL students’ feel that the use of Canva AI (Magic Write Feature) can provide inspiration that helps them become more creative in writing paragraphs. This is indicated by the highest percentage in the Agree category, which is 65.4% or 17 respondents.

Next the result findings of the EFL students' respondents to the closed-ended questionnaire were obtained from 26 respondents. Based on the data obtained through the open-ended questionnaire, the researcher presents data from several online respondents that are most relevant to illustrate the experiences of EFL students after the use of Canva AI (Magic Write Feature) of assisted writing digital tool in Paragraph Writing class.

1.	Mention any direct benefits you have	- One direct benefit I experienced from using Canva AI (Magic Write Feature) is that it helped me develop my paragraph ideas more easily. When I did not know how to start writing, the feature provided useful

	experienced from the use of Canva AI (Magic Write Feature) in helping to write and develop the content of paragraphs in English? Mention just one based on your experiences while using it.	suggestions that guided me in creating my paragraph. - The most direct benefit I have experienced is that it significantly speeds up my drafting process by automatically correcting grammatical errors and improving my vocabulary choices in real-time. - Magic Write is saving time by instantly turning random ideas into grammatically correct English paragraphs. - when using Canva ai that helps me to get more ideas or sentences that I need to find. - One direct benefit I experienced from using Canva AI (Magic Write) is that it helps me generate ideas more quickly when writing English paragraphs. - One benefit I have experienced is that Canva AI helps me develop my ideas into a complete paragraph more easily. - Benefit I experienced is that Canva AI helped me start my paragraph when I did not know what to write. - The main benefit is instantly eliminating writer's block. This feature directly transforms a blank page into a ready-to-use paragraph draft. - One benefit I experienced is that Canva AI helped me generate ideas more quickly when writing English paragraphs. - It helps me explain my ideas clearly without

		using another app like chatgpt. - You can directly create images in the poster and attach paragraphs. - The benefit just, how to make paragraph, even though I can't make paragraph because easily forget things. - Canva AI helped me choose better words. - This tool helps me develop ideas more easily, and it gives good suggestions for vocabulary and sentence structure. - A direct benefit I have experienced from using Canva AI's Magic Write is that it helps me generate ideas quickly when I do not know how to start a paragraph. This makes writing easier and faster.

Based on the results findings from the open-ended questionnaire and closed-ended questionnaire above, it can be concluded that the majority of EFL students feel direct benefits after the use of Canva Ai (Magic Write Feature) during learning of assisted writing digital tool in Paragraph Writing class. In Canva AI, not only does it help students with immediate results, but they can also develop the content of paragraphs, structure and organize paragraphs coherently, and several benefits they feel immediately after using this AI technology. These findings

are supported by the results of interviews conducted by the researcher with several respondents as follows:

Student 1	(LLF), she said “In my opinion, the main benefits are that writing becomes easier and faster. It also helps me generate ideas, find suitable vocabulary, and organize my paragraphs more clearly.”
Student 2	(LSH), he said “In my opinion, there were several direct benefits that I experienced after using Canva AI (Magic Write) in writing English paragraphs. **First**, it made the writing process faster because I could generate ideas and create an outline more quickly. I no longer spent too much time thinking about how to begin a paragraph. **Second**, it helped me overcome writer's block. Whenever I found it difficult to express my ideas or continue writing, Magic Write provided useful suggestions that inspired me to keep developing my paragraph. **Third**, it improved my vocabulary and sentence construction. By reading the AI-generated examples, I learned new words, expressions, and sentence patterns that I could adapt in my own writing. **Fourth**, it helped me organize my ideas more logically. The suggestions made it easier to arrange the topic sentence, supporting details, and concluding sentence into a well-structured paragraph. **The last**, using Magic Write increased my confidence in writing English. I felt more motivated because I had guidance during the writing process, but I still needed to evaluate, revise, and personalize the content. Therefore, I believe Canva AI is an effective writing assistant that supports learning without replacing

students' own creativity and critical thinking.”

Next, the result findings of the students' responses to the closed-ended questionnaire in the category **“Challenges the use of Canva AI (Magic Write Feature) in paragraph writing.”** were obtained from 26 respondents. This category consists of 3 questions aimed at identify for challenges by EFL students’ the use of Canva AI on the Magic Write feature as a digital assisted writing tool promoting in Paragraph Writing class. The students' responses were then grouped based on the level of agreement using a Likert Scale consisting of five categories, namely: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Uncertain (U), 4 = Agree (A), and 5 = Strongly Agree (SA). The results of the EFL students' respondents regarding challenges the use of Canva AI on the Magic Write feature in the Paragraph Writing class are presented as follows:

Table 4.16 Challenges the Use (CU) (Statements 13)

Options	**Frequency**	**Percentage**
Strongly Disagree (SD)	1	3.8%
Disagree (D)	0	0%
Uncertain (U)	7	26.9%
Agree (A)	16	61.5%

Strongly Agree (SA)	2	7.7%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

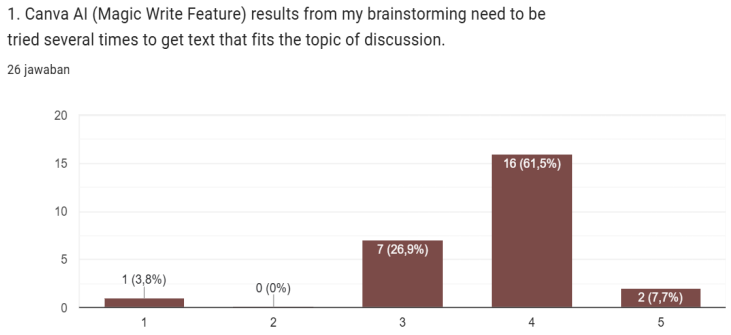


Figure 14. Students' Responses to Statements 1 (Category 5)

Based on the result findings of diagram above, respondents from EFL students' regarding the statement that Canva AI (Magic Write Feature) needs to be tried several times to obtain text that matches the discussion topic. From the statement, it shows that 3.8% or 1 respondent chose the "Strongly Disagree" category, no respondents chose the "Disagree" category 0% or 0 respondents, next 26.9% or 7 respondents chose the "Uncertain" category, 61.5% or 16 respondents chose the "Agree" category, and 7.7% or 2 respondents chose the "Strongly Agree" category. Based on these results, it can be concluded that the majority of EFL students believe

that the brainstorming results produced by the use of Canva AI (Magic Write Feature) often need to be tried several times to produce text that aligns with the desired discussion topic. This is indicated by the highest percentage in the Agree category, which is 61.5% or 16 respondents.

Table 4.17 Challenges the Use (CU) (Statements 14)

Options	**Frequency**	**Percentage**
Strongly Disagree (SD)	0	0%
Disagree (D)	2	7.7%
Uncertain (U)	5	19.2%
Agree (A)	18	69.2%
Strongly Agree (SA)	1	3.8%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

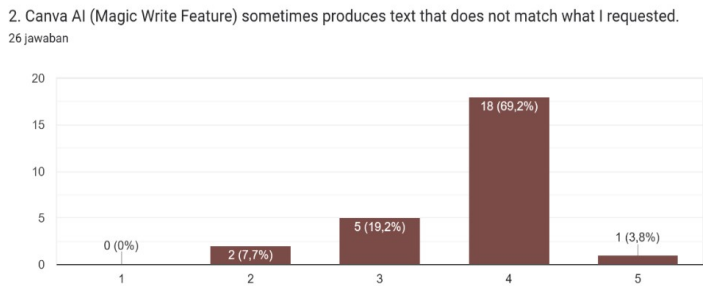


Figure 15. Students' Responses to Statements 2 (Category 5)

Based on the result findings of diagram above, respondents from EFL students stated that Canva AI (Magic Write Feature) sometimes produces text that does not match my request. This statement shows that no respondents chose the “Strongly Disagree” category, which is 0% or 0 respondents. Next, 7.7% or 2 respondents chose the “Disagree” category, 19.2% or 5 respondents chose the “Uncertain” category, 69.2% or 18 respondents chose the “Agree” category, and 3.8% or 1 respondent chose the “Strongly Agree” category. Based on these results, it can be concluded that the majority of EFL students believe that Canva AI (Magic Write Feature) sometimes produces text that is not fully in accordance with the requests or instructions given in the prompt. This is indicated by the highest percentage in the Agree category, which is 69.2% or 18 respondents.

Table 4.18 Challenges the Use (CU) (Statements 15)

Options	**Frequency**	**Percentage**
Strongly Disagree (SD)	0	0%
Disagree (D)	1	3.8%
Uncertain (U)	6	23.1%
Agree (A)	16	61.5%
Strongly Agree (SA)	3	11.5%

Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

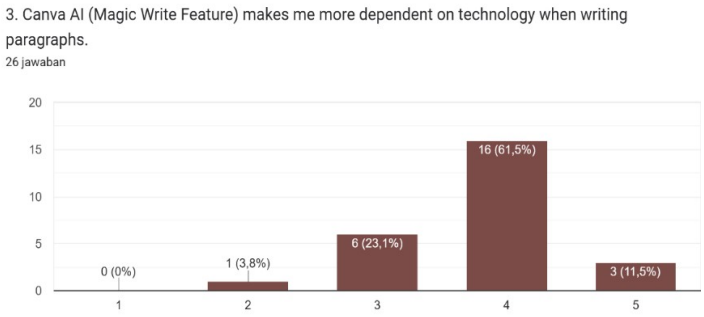


Figure 16. Students' Responses to Statements 3 (Category 5)

Based on the result findings of diagram above, Respondents from EFL students stated that Canva AI (Magic Write Feature) makes me more dependent on technology when writing paragraphs. From the statement, it shows that no respondents chose the "Strongly Disagree" category, which is 0% or 0 respondents. Next, 3.8% or 1 respondent chose the "Disagree" category, 23.1% or 6 respondents chose the "Uncertain" category, 61.5% or 16 respondents chose the "Agree" category, and 11.5% or 3 respondents chose the "Strongly Agree" category. Based on these results, it can be concluded that the majority of EFL students' feel that the use of Canva AI

(Magic Write Feature) makes them more dependent on technology rather than creating their own paragraphs. This is indicated by the highest percentage in the Agree category, which is 61.5% or 16 respondents.

4.1.4 EFL Students Responses to Using Canva AI (Magic Write Feature) of assisted writing tool in Paragraph Writing Class

Next, the result findings of the EFL students' responses to the closed-ended questionnaire in the category **“Responses and satisfaction the use of Canva AI (Magic Write Feature)”** were obtained from 26 respondents. This category consists of 3 questions aimed at identifying responses and satisfaction by EFL students’ the use of Canva AI on the Magic Write feature as a digital assisted writing tool promoting in Paragraph Writing class. The students' responses were then grouped based on the level of agreement using a Likert Scale consisting of five categories, namely: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Uncertain (U), 4 = Agree (A), and 5 = Strongly Agree (SA). The results of the EFL students' respondents regarding responses and satisfaction the use of Canva AI on the Magic Write

feature in the Paragraph Writing class are presented as follows:

Table 4.19 Responses and Satisfaction (RS) (Statements 16)

Options	Frequency	Percentage
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	6	65.4%
Agree (A)	17	65.4%
Strongly Agree (SA)	3	11.5%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

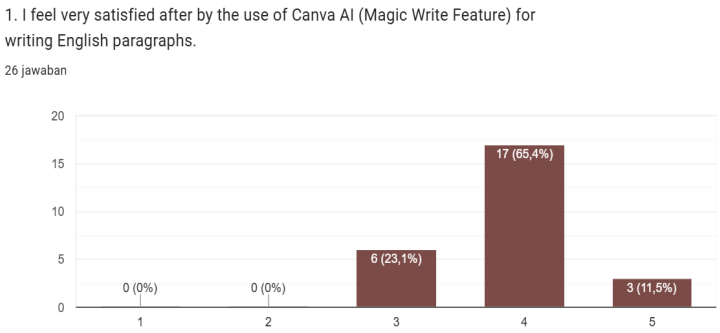


Figure 17. Students' Responses to Statements 1 (Category 6)

Based on the result findings of diagram above, respondent from EFL students stated that I feel very satisfied after use of Canva AI (Magic Write Feature) for writing English paragraphs. From the statement, it shows that no respondents chose the "Strongly Disagree" or "Disagree"

categories, each at 0% or 0 respondents. Next, 23.1% or 6 respondents chose the “Uncertain” category, 65.4% or 17 respondents chose the “Agree” category, and 11.5% or 3 respondents chose the “Strongly Agree” category. Based on these results, it can be concluded that the majority of EFL students’ feel very satisfied after the use of Canva AI (Magic Write Feature) in writing English paragraphs. This is indicated by the highest percentage in the Agree category, which is 65.4% or 17 respondents.

Table 4.20 Responses and Satisfaction (RS) (Statements 17)

Options	**Frequency**	**Percentage**
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	4	15.4%
Agree (A)	17	65.4%
Strongly Agree (SA)	5	19.2%
Total	26	100%

The result of EFL students’ respondents when displayed in the form of diagram can be seen image below:

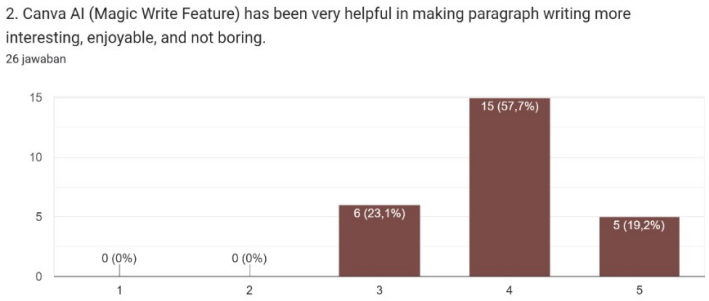


Figure 18. Students' Responses to Statements 2 (Category 6)

Based on the result findings of diagram above, respondents from EFL students' regarding the statement that Canva AI (Magic Write Feature) has been very helpful in making Paragraph Writing more interesting, enjoyable, and not boring. From the statement, it shows that no respondents chose the "Strongly Disagree" or "Disagree" categories, each at 0% or 0 respondents. Next, 23.1% or 6 respondents chose the "Uncertain" category, 57.7% or 15 respondents chose the "Agree" category, and 19.2% or 5 respondents chose the "Strongly Agree" category. Based on these results, it can be concluded that the majority of EFL students' directly feel that the use of Canva AI (Magic Write Feature) makes Paragraph Writing activities more interesting, enjoyable, and not boring in classroom learning. This is indicated by the highest percentage in the Agree category, which is 57.7% or 15 respondents.

Table 4.21 Responses and Satisfaction (RS) (Statements 18)

Options	Frequency	Percentage
Strongly Disagree (SD)	0	0%
Disagree (D)	0	0%
Uncertain (U)	4	15.4%
Agree (A)	17	65.4%
Strongly Agree (SA)	5	19.2%
Total	26	100%

The result of EFL students' respondents when displayed in the form of diagram can be seen image below:

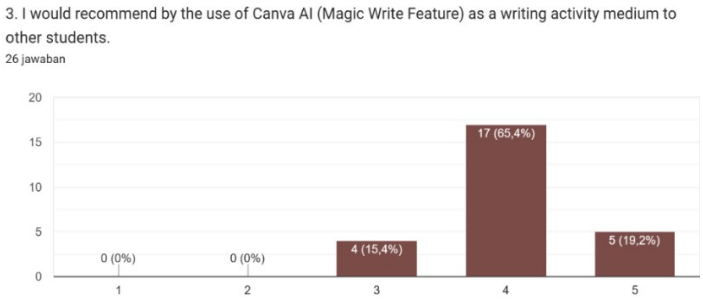


Figure 19. Students' Responses to Statements 3 (Category 6)

Based on the result findings of diagram above, respondents from EFL students toward the statement I would recommend the use of Canva AI (Magic Write Feature) as a writing activity medium to others. From the statement, it shows that no respondents chose the "Strongly Disagree" or "Disagree" categories, each at 0% or 0 respondents. Next, 15.4% or 4 respondents chose the

“Uncertain” category, 65.4% or 17 respondents chose the “Agree” category, and 19.2% or 5 respondents chose the “Strongly Agree” category. Based on these results, it can be concluded that the majority of EFL students are willing to recommend the use of Canva AI (Magic Write Feature) as a medium in writing activities to other students so that they can benefit from this technology. This is indicated by the highest percentage in the Agree category, which is 65.4% or 17 respondents.

Next the result findings of the EFL students' respondents to the open-ended questionnaire were obtained from 26 respondents. Based on the data obtained through the open-ended questionnaire, the researcher presents data from several online respondents that are most relevant to illustrate the experiences of EFL students after the use of Canva AI (Magic Write Feature) of assisted writing digital tool in Paragraph Writing class.

1.	What obstacles did you encounter while the use	- One obstacle I encountered while using Canva AI (Magic Write Feature) was that some of the vocabulary and sentence structures were too complex for my level of English. Therefore, I had to spend extra time simplifying and editing the content.

	of Canva AI (Magic Write Feature) in writing English paragraphs? Mention just one from your experiences related to its use.	- Sometimes the vocabulary generated by Magic Write feels repetitive and less varied and the tone of the generated paragraph often sounds too formal and lacks a natural human touch. - like the context of the words is too standard, and not very common and not very understandable and sometimes it is still not in accordance with the intention. - Maybe it's the internet connection that sometimes makes Canva slow - One obstacle I encountered is that some sentences generated by Magic Write were not always accurate, so I had to edit them before using them. - One obstacle I encountered is that some words or expressions generated by Canva AI are difficult for me to understand, so I need extra time to check their meanings. - Obstacle I encountered is that some words and sentences were too formal, so I had to change them to make them easier to understand. - The main obstacles often faced are that the generated text feels unnatural (too stiff) and often repetitive. - One obstacle I encountered is that sometimes the generated sentences do not match the topic exactly, so I need to edit them myself.

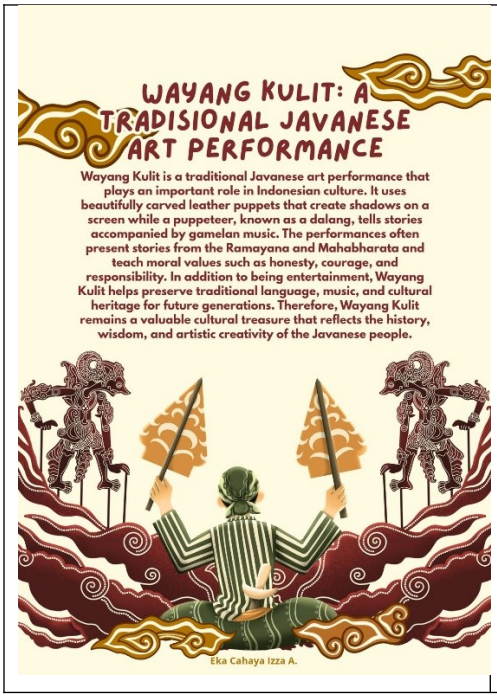
		- One obstacle I encountered while using Canva AI's Magic Write is that the generated sentences sometimes do not match exactly what I want to say, so I need to edit them before using them. - Sometimes the editing often glitches on my phone. - the one of many problems is my Canva is not premium, so i just can use a few elements, and for tools magic write feature sometimes the prompt vs the result is not same, that's all. - One obstacle I encountered is that the AI sometimes provides sentences that do not match the topic exactly, so I need to revise and adjust the content before using it. - Sometimes it's not as specific as we mean - The main obstacle is that the sentence structure sounds too much like AI. The writing can feel unnatural, so I have to fix it to make it sound more human. - The main obstacle is that it often struggles to capture the specific tone or context I need, which makes the text feel too generic. - One obstacle I encountered while using Canva AI is that some of the generated sentences did not fully match the topic, so I had to edit them before using them in my paragraph.

Based on the results findings from the open-ended questionnaire and closed-ended questionnaire above, it can be concluded that the majority of EFL students provided very positive responses while using technology by of Canva AI (Magic Write Feature) during learning as an assisted writing tool in the Paragraph Writing class. Although there were some responses such as the results sometimes being less aligned with the desired topic, the use of overly complex vocabulary, and the language being too formal and sometimes still not very understandable, among many other issues as well. These findings are supported by the results of interviews conducted by the researcher with several respondents as follows:

Student 1	(LF), she says “I am quite familiar with Canva AI, especially the Magic Write feature, after using it in the Paragraph Writing class. In my opinion, this feature helps me generate ideas and organize my paragraphs more easily. However, I still need to edit the results to fit my needs.”
Student 2	(HSH), she says “I am quite familiar with Canva AI (magic write). yes, this feature helps me in composing English paragraphs because it can generate ideas and suggest sentences. it makes the writing process easier and faster, especially when i have difficulty starting a paragraph.”

1. The Result of Work

These are some examples of EFL students' make a one paragraph and a structure include (topic sentences, supporting sentences, and concluding sentences) and the last from the Desain in their individual creativity according to the topic.


WAYANG KULIT: A TRADISIONAL JAVANESE ART PERFORMANCE
Wayang Kulit is a traditional Javanese art performance that plays an important role in Indonesian culture. It uses beautifully carved leather puppets that create shadows on a screen while a puppeteer, known as a dalang, tells stories accompanied by gamelan music. The performances often present stories from the Ramayana and Mahabharata and teach moral values such as honesty, courage, and responsibility. In addition to being entertainment, Wayang Kulit helps preserve traditional language, music, and cultural heritage for future generations. Therefore, Wayang Kulit remains a valuable cultural treasure that reflects the history, wisdom, and artistic creativity of the Javanese people.
Eka Cahaya Izza A.

1. Topic Sentences: Wayang Kulit is a traditional Javanese art performance that is an important part of Indonesian culture.

2. Supporting Sentences:

- It uses carved leather puppets to create shadows on a screen while a dalang tells stories accompanied by gamelan music.
- The stories often come from the Ramayana and Mahabharata and teach moral values such as honesty, courage, and responsibility.
- Wayang Kulit also helps preserve traditional language, music, and cultural heritage.

3. Conclusion Sentences: Therefore, Wayang Kulit remains a valuable cultural treasure that reflects the history, wisdom, and creativity of the Javanese people.

Wayang kulit
A Traditional Javanese Art Performance
Wayang Kulit is a traditional Javanese shadow puppet performance that tells stories of heroes, kings, and ancient legends, making it one of the most famous cultural traditions in Java. Its uniqueness lies in the combination of stories, music, and high cultural and moral values. One of its most famous aspects is the use of leather puppets played by a puppeteer (dalang) to bring epic stories like Ramayana and Mahabharata to life, such as the story of Rama rescuing Shinta from Rahwana with the help of Hanoman. Wayang Kulit also features several types, including Wayang Purwa, Wayang Gedhog, and Wayang Menak, each with its own characteristics. Accompanied by traditional musical instruments like Kendang, Gong, Bonang, Kenong, Saron, Gender, and Rebab, the show becomes more lively and educational. Therefore, Wayang Kulit is not only entertaining but also represents a cultural educational medium recognized by UNESCO as a Masterpiece of the Oral and Intangible Heritage of Humanity.
Sesilia Listia Rini Mila Agesti

1. **Topic Sentences:** Wayang Kulit is a traditional Javanese shadow puppet performance that tells stories of heroes, kings, and ancient legends, making it one of the most famous cultural traditions in Java.

2. **Supporting Sentences:**
   - It combines stories, music, and high cultural and moral values.
   - The performance uses leather puppets played by a puppeteer (dalang) to bring epic stories like Ramayana and Mahabharata to life.
   - A famous story includes Rama rescuing Shinta from Rahwana with the help of Hanoman.
   - There are several types of this art, including Wayang Purwa, Wayang Gedhog, and Wayang Menak.
   - Traditional musical instruments like Kendang, Gong, Bonang, Kenong, Saron, Gender, and Rebab accompany the performance.

3. **Concluding Sentences**: Therefore, Wayang Kulit is not only entertaining but also represents a cultural educational medium recognized by UNESCO as a Masterpiece of the Oral and Intangible Heritage of Humanity.

Based on the assignment results completed by several EFL students', it can be concluded that the use of Canva AI (Magic Write Feature) is very beneficial to EFL students' in composing structured paragraphs with coherent sentence order, specifically with the structure of topic sentences, supporting sentences, and concluding sentences. EFL students are able to develop the main idea into supporting sentences that are related to each other, organize the paragraph logically, and use vocabulary appropriate to the chosen topic. In addition, the results of the assignments also indicate that EFL students' can develop creativity in constructing sentences and

producing different designs according to their individual creativity, tailored to the topics they choose.

2. The EFL Students' Responds After Use of Canva AI (Magic Write Future)

To understand the responses of EFL students toward the use of Canva Ai (Magic Write Feature) of assisted writing digital tool in Paragraph Writing class, the researcher used interview techniques with 10 selected EFL students as respondents. The interviews were conducted online via chat on the WhatsApp application, dividing the respondents into two sessions. The interviews were conducted after all EFL students completed all their courses on campus. The first interview session was conducted on Thursday, June 19th, 2025, after all courses were completed, involving 5 EFL students. The second interview session was conducted on Friday, June 20th, 2026, in the afternoon, involving the last 5 EFL students. Each respondent was given 7 interview questions and asked to answer based on their experiences and opinions after using Canva AI (Magic Write Feature) in paragraph writing. To facilitate the data processing and analysis, all interview results from 10 respondents were collected, transcribed, and then summarized into one to ease the

data-analysis process. The interview results from the 10 respondents are presented as follows:

Based on the results of interviews with 10 EFL students as respondents (ANF), (SSR), (FRN), (PDM), (LSH), (SMG), (HS), (HF), (SLRMA), and (LF), all respondents stated that they had used the Canva application before taking the Paragraph Writing course. Before the Canva AI technology was applied to the text feature on Magic Write, Canva was primarily used as a medium for creating presentations (PowerPoint), posters, pamphlets, banners, social media content, and many other design needs. The respondents, after attending the Paragraph Writing class, started to recognize and use the Canva AI (Magic Write) feature found in the text feature as a digital-assisted writing tool to assist with the process of writing paragraphs in English. Overall, all respondents provided very positive feedback on the use of Canva AI in the Magic Write feature. They said this feature is very helpful in generating ideas, outlining paragraphs, developing main topics, finding appropriate vocabulary, improving sentence structure, and arranging the content in paragraphs to be more structured and coherent. Furthermore, Canva AI helps respondents when they

struggle with getting started (writer's block) making the act of writing easier, faster and more efficient. Most of the respondents also said that the first impression when using Canva AI was very good because this feature is easy to use, practical and can provide suggestions according to the needs of paragraph writing.

Nevertheless, all respondents affirmed that they did not directly copy the results obtained from Canva AI. The results provided by the Magic Write feature are always read first, selected, edited, revised, and developed using their ideas, understanding, creativity, and writing style. The respondents view the technology in Canva AI as a supportive tool in the writing process, not as a replacement for their ability to compose paragraphs independently. The benefits most felt by respondents after use of Canva AI on the Magic Write feature are that it can help generate ideas more quickly, facilitate the brainstorming process, enrich vocabulary, improve the quality of sentence structure, organize paragraphs more systematically, save time, and boost confidence in writing paragraphs in English.

On the other hand, the respondents also said that there were some challenges in using it. The most common

problems are AI's results that sometimes remain general, not matching the desired topic, use of too-dense vocabulary, and too few text responses. Some respondents also encounter technical difficulties, such as internet connections that are not always reliable, the magic write option being unavailable for certain accounts, such as non-individual learning accounts, and interruptions during the editing process on devices. To address these issues, respondents tend to issue an instruction in a more specific prompt, log in again with a different personal account, regenerate some AI responses, make the language simpler, and conduct review and editing to make sure the writing is aligned with their thoughts and not too robotic. Based on the respondents' assessments, the confidence level for the results of Paragraph Writing use of Canva AI technology (Magic Write Feature) is between 5 and 9 on a scale of 10, with the majority of respondents scoring between 8 and 9.

4.2 Discussions

This research aims to explore the experiences of EFL students' and the benefits the use of Canva AI (Magic Write Feature) of assisted writing digital tool, in the Paragraph

Writing class at Unirow Tuban. Based on data from second-semester EFL students in the Paragraph Writing class of observations, questionnaires, and interviews revealed that Canva AI can provide positive learning experiences for most EFL students. The Magic Write feature could help EFL students generate initial ideas, organize their paragraphs in a coherent way and boost their confidence while writing paragraphs. The results are in accordance with the researchers by (Utami & Karnedi, 2024b), that states that Canva AI is able to improve the quality of students' writing and also receives very positive responses from users as it can make the process of writing more effective and engaging.

The research on the EFL students' experiences indicated that the use of Canva AI provided a more engaging learning environment. Students showed their enthusiasm for participating in writing activities as the process of composing paragraphs has become easier. In addition, Canva AI allows EFL students to experiment with different ideas before writing paragraphs on their own. The results indicate that the application of artificial intelligence-based technology can provide a more effective and active learning experiences that is directly student-oriented. The findings of the researchers are in line by (Putri et al., 2025), that Canva AI Magic Write

provides a positive learning experience. It directly enhances student engagement and makes students more active in learning writing because the AI technology acts as a supportive medium to simplify the process of writing text.

Furthermore, the benefits use of Canva AI, the results of this study found that Magic Write feature can help EFL students' in making writing easier and faster, generating ideas, finding appropriate vocabulary within the text or paragraph, saving time in writing, boosting confidence, organizing ideas logically, and many other benefits as mentioned by the respondents. These results are consistent with the researchers by (Dangin et al., 2023) which shows that AI-powered writing tools can offer benefits in writing learning by increasing time efficiency, providing access, giving immediate feedback, and helping users to organize and synthesize information faster.

Next, based on the responses of the EFL students, it can be said that when they use Canva AI (Magic Write feature) to make a paragraph, they can develop the content of the paragraph not by copy-pasting directly from the AI given by the Magic Write feature, but they need to revise and use their own language so that the result is also optimal and doesn't look too much like AI. The research results of the

researchers by (Utami & Ariati, 2025), show that students responded very positively to the use of AI writing tools in group work for paragraph assessment. The study shows that AI is used as a support in the writing process but that students are still actively involved in developing and composing their own writing in a creative way.

Based on the overall discussion above, it can be concluded that the use of Canva AI (Magic Write Feature) of assisted digital writing tool, can provide very positive experiences and benefits for EFL students in the Paragraph Writing class at Unirow Tuban. Canva AI can help them generate and develop ideas, organize the content of paragraphs in a more structured and coherent manner, expand their vocabulary, save time, and increase motivation and confidence in writing paragraphs in English. In addition, EFL students' also show a very positive response by utilizing the results provided by AI-based technology in writing as an initial reference, then developing, revising, and adjusting it with their ideas. Therefore, the technology in Canva AI can serve as an effective supporting medium in writing education, particularly in paragraph writing. As long as students direct its use to enhance their critical thinking, creativity, and independence in writing. In that statement, it aligns with the

researchers by (Suryani et al., 2025) that AI-based writing tools serve as support tools in the writing process, but they still need to apply critical thinking, evaluation, and development skills to the results produced by the AI so that the writing process reflects their own understanding and abilities.

CHAPTER V

CONCLUSION AND SUGGESTION

The chapter presents the conclusion and suggestions of the study. The conclusion is made from the research findings and discussion described in the previous chapter. Meanwhile, the suggestions are given to provide recommendations and act as references for future research on similar topics.

5.1 Conclusion

Based on the findings and discussion, it can be concluded that the use of Canva AI with the Magic Write feature as an assisted digital writing tool has a positive contribution to the learning in Paragraph Writing class for EFL students' at Unirow Tuban.

First, concerning students' experiences, the findings demonstrate that most EFL students had positive experiences when using Canva AI (Magic Write Feature) in Paragraph Writing activities. The feature offered a new learning experience that made the writing process more engaging, interactive and less stressful. The students reported that the Canva AI was user-friendly, helped to generate initial ideas, organize paragraph structures, and boost their confidence in writing English paragraphs. The questionnaire results support this finding: 65.4% of the respondents agreed that

Canva AI gave a fresh and positive learning experience; 57.7% agreed that Canva AI gave them a different writing experience from their regular learning activities; and 65.4% agreed that the Canva AI feature boosted their confidence to write English paragraphs. In addition, the results of observation and interview revealed that students perceived Canva AI as a supportive writing assistant that engaged in the writing process but did not replace their ability to think and write paragraphs independently.

Second, regarding the benefits of Canva AI, the findings indicated that the Magic Write feature could help students enhance their creativity in writing paragraphs. The feature helped students brainstorm, get over writer's block, expand their vocabulary, organize their sentences, and form more coherent paragraphs. Moreover, Canva AI helped students to do their writing assignments more efficiently and, at the same time, encouraged them to revise and develop the AI-generated material with their ideas and creativity. Additionally, the questionnaire results also showed that 69.2% of the respondents agreed that Canva AI helped generate ideas and gave immediate text suggestions, and 69.2% agreed that it helped organize paragraphs more coherently. Furthermore, 65.4% of the respondents agreed

that the feature motivated them to be more creative in paragraph writing. These results indicate that Canva AI not only improves the writing efficiency but also helps the students to improve their creativity and writing competencies.

Third, in terms of students' responses, the findings indicate that the EFL students responded positively to the use of Canva AI in the Paragraph Writing class. The majority of the students reported being satisfied the use of Magic Write because it made the writing activities more fun, interesting and motivating. The results of the questionnaire showed that 65.4% of the respondents agreed that they were satisfied with using Canva AI, while 57.7% agreed that the feature made paragraph writing activities more enjoyable and less boring. More importantly, 65.4% of the participants stated that they would recommend the use of Canva AI as a supporting tool for writing activities to other students. Regardless some challenges such as the AI-generated texts not always meeting the topic requirements, too formal language, and technical issues due to internet connection or account access, students managed to overcome these challenges by revising, editing, and adapting the generated material to their own writing purposes. To summaries, the

results reveal that Canva AI (Magic Write feature) can be utilized as an assisted digital writing tool to help Paragraph Writing with the preservation of students' creativity, critical thinking, and independent learning. Therefore, Canva AI is rather an educational technology that complements the writing process rather than substitutes students' writing skills and creativity.

5.2 Suggestion

The results of this study lead to several suggestions to maximize the use of AI-assisted writing tools, particularly Canva AI (Magic Write feature) in English language learning. English teachers are advised to use Canva AI in writing paragraphs as a supplementary learning tool. It shows that the Canva AI feature helps students generate ideas, organize paragraphs, improve vocabulary, and boost writing confidence, which means helps students generate ideas, organize paragraphs, improve vocabulary and boost writing confidence mean teachers are expected to teach students how to use AI properly. They should emphasize that AI is a learning aid, not a replacement for students' own writing abilities, while encouraging students to review, evaluate, and build on the output themselves.

Students are encouraged to use Canva AI (Magic Write Feature) as a learning writing digital tool in the writing process. The feature Students can use the feature to generate ideas and organize paragraphs, but they shouldn’t rely solely on the generated content. to generate ideas and organize paragraphs, but they shouldn’t depend only on what is generated. Instead, students are expected to review, revise, and adapt the suggestions provided so that the final writing reflects their understanding, ideas and writing style. Through actively participating in the writing process, students can gradually strengthen their paragraph writing skills as well as their creativity, critical thinking, and independent learning.

Educational institutions are expected to establish a conducive learning environment for the implementation of Canva AI (Magic Write Feature) in English language teaching. This can be done by providing adequate digital facilities, reliable internet access and opportunities for lecturers and students to strengthen their digital skills. In addition, academic institutions should encourage the ethical use of AI in academic activities, asking students to use the technology as a tool for learning support while at the same time protecting academic integrity and the originality of their

while at the same time protecting academic integrity and the originality of student work.

Last, for future researchers are encouraged to conduct similar studies in different educational environments or with participants from different educational levels to gain a broader perspective on the use of Canva AI (Magic Write Feature). They may also try out Canva AI with other English language skills like speaking, reading or listening or compare it with other digital writing tools. Furthermore, future research can explore the effects of Canva AI in terms of students' writing skills for a longer period of time. It is hoped that the results of future research will support the findings of this study and contribute to the development of English language teaching practices that use digital technology appropriately.

REFERENCES

Abdulla, B. I. F. (2024). Unleashing creative potential: exploring thetransformative impact of Canva on students' engagement and performance in writing. *Zanco Journal of Human Sciences*, *28*(1), 192–218.

Adnan, G., & Latief, M. A. (2020). *Metode penelitian pendidikan penelitian kuantitatif, penelitian kualitatif, penelitian tindakan kelas*. Erhaka Utama.

ALWAFA, A., RAHMADI, N., & HESTY, W. (2023). THE FACTORS CONTRIBUTING TO EFL STUDENTS'DIFFICULTIES IN PARAGRAPH WRITING COURSE. *JURNAL BIMA: PUSAT PUBLIKASI ILMU PENDIDIKAN BAHASA DAN SASTRA Учредители: Asosiasi Riset Ilmu Manajemen Dan Bisnis Indonesia*, *1*(4), 131–142.

Antoninis, M., Alcott, B., Al Hadheri, S., April, D., Fouad Barakat, B., Barrios Rivera, M., Baskakova, Y., Barry, M., Bekkouche, Y., & Caro Vasquez, D. (2023). *Global Education Monitoring Report 2023: Technology in education: A tool on whose terms?*

Ary, D., Jacobs, L., Irvine, C., & Walker, D. (2019). Introduction to research in education 10th edth ed. *Boston (MA):*

Cengage Learning.

Asnas, S. A. M., & Hidayanti, I. (2024). Journal on English as a Foreign Language. *Journal on English as a Foreign Language*, *14*(1), 124–151.

Balcom, S., Doucet, S., & Dubé, A. (2021). Observation and institutional ethnography: Helping us to see better. *Qualitative Health Research*, *31*(8), 1534–1541.

Bates, A. W. (2015). *Teaching in a digital age: Guidelines for designing teaching and learning*. BCcampus.

Bo, Z., Razali, A. B., & Ismail, L. (2025). Research on cultivating paths of English writing ability of high school students based on peer feedback from the correction network. *Edelweiss Applied Science and Technology*, *9*(2), 1156–1167.

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, *9*(2), 27–40.

Brown, H. D. (2001). *Teaching By Principles: Interactive approach to language Pedagogy 2nd Edition New York: Addision Wesley Longman*. Inc.

Brown, H. D., & Lee, H. (1994). *Teaching by principles: An interactive approach to language pedagogy* (Vol. 1). Prentice Hall Regents Englewood Cliffs, NJ.

Buckingham, D. (2015). Defining digital literacy-What do young people need to know about digital media? *Nordic Journal of Digital Literacy*, *10*(Jubileumsnummer), 21–35.

Chan, C. K. Y., & Hu, W. (2023). Students' voices on generative AI: Perceptions, benefits, and challenges in higher education. *International Journal of Educational Technology in Higher Education*, *20*(1), 43.

Clark, R. C., & Mayer, R. E. (2023). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. john Wiley & sons.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Dangin, D., Rahmawan, A. D., & Setyawan, A. H. (2023). AI-Powered Writing Tools on Indonesian Higher Education: How Do Educators See It? *International Journal of Educational Research & Social Sciences*, *4*(5), 818–822.

Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL learners' writing skills: Problems, factors and suggestions. *Journal of Education and Social Sciences*, *4*(2), 81–92.

Ferris, D. (2014). *Language power: Tutorials for writers*. Bedford/St. Martin's.

Fiorella, L., & Mayer, R. E. (2022). *28 The Generative Activity*

Principle in Multimedia Learning.

Friatin, L. Y. (2025). Revolutionizing writing: The impact of technology on enhancing students' writing skills. *JALL (Journal of Applied Linguistics and Literacy)*, *9*(1), 87–96.

Gehred, A. P. (2020). Canva. *Journal of the Medical Library Association: JMLA*, *108*(2), 338.

Graham, S. (2019). Changing how writing is taught. *Review of Research in Education*, *43*(1), 277–303.

Graham, S., Harris, K. R., Fishman, E., Houston, J., Wijekumar, K., Lei, P.-W., & Ray, A. B. (2019). Writing skills, knowledge, motivation, and strategic behavior predict students' persuasive writing performance in the context of robust writing instruction. *The Elementary School Journal*, *119*(3), 487–510.

Hafidzin, H. K., Muzammil, L., & Sulistyo, T. (2024). The Effectiveness of the Canva Application in Enhancing Students' Writing Proficiency across Learning Styles. *Edulitics (Education, Literature, and Linguistics) Journal*, *9*(2), 130–139.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2013). *Halliday's introduction to functional grammar*. Routledge.

Hanh, N. T. T. (2024). Intervention Development for Self-Regulated Writing among English Learners: A Single-Case

Design Study. *International Journal of Advanced Multidisciplinary Research and Studies*, *4*(3), 1399–1410.

Hao, N., Li, Y., Liu, K., Liu, S., Lu, Y., Xu, B., Li, C., Chen, J., Yue, L., & Fu, T. (2024). *Artificial intelligence-aided digital twin design: A systematic review*.

Harianto, D., Ahmad, A., & Utami, S. (2025). The Use of Canva Aplication as An Effective and Innovative Learning Media. *Didaktika: Jurnal Kependidikan*, *19*(1), 1–8.

Harmer, J. (2004). Hou to Teach Writing. *England: Pearson Education Limited*.

Henriksen, D., Mishra, P., & Fisser, P. (2016). Infusing creativity and technology in 21st century education: A systemic view for change. *Educational Technology & Society*, *19*(3).

Hlabisa, S. N. (2021). *Exploring Educators' Views on the Pedagogy of Writing Skills in English First Additional Language of the Intermediate Phase at Hlabisa Circuit*. University of Zululand.

Hyland, K. (2019). *Second language writing*. Cambridge university press.

Kamal, E. L. (2026). The Impact of Artificial Intelligence on Improving EFL Learners' Academic Writing Skills: An Analytical Study. 97–83 ,*المجلة اللغوية الليبية*.

Karatsareas, P. (2022). Semi-structured interviews. *Research*

Methods in Language Attitudes, *99*.

Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günnemann, S., & Hüllermeier, E. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, *103*, 102274.

Kasuya-Ueba, Y., Zhao, S., & Toichi, M. (2020). The effect of music intervention on attention in children: Experimental evidence. *Frontiers in Neuroscience*, *14*, 757.

Kembaren, F. R. W., Dimas, D., Athirah, N., & Arini, T. (2024). The Analyzing Difficulties Faced By Students' English Department In Writing English Scientific Article Research. *Innovative: Journal Of Social Science Research*, *4*(3), 7542–7559.

Khonamari, F., Hashemi, E., Pavlikova, M., & Petrasova, B. (2021). Coherence problems of EFL students' writing in light of the Gricean maxims. *Journal of Education Culture and Society*, *12*(2), 294–313.

Kim, J., Yu, S., Detrick, R., & Li, N. (2025). Exploring students' perspectives on generative AI-assisted academic writing. *Education and Information Technologies*, *30*(1), 1265–1300.

Klimova, B. F. (2012). The importance of writing. *Paripex-Indian Journal Of Research*, *2*(1), 9–11.

Larsen-Freeman, D., Celce-Murcia, M., Frodesen, J., White, B., & Williams, H. A. (2016). The grammar book: Form, meaning, and use for English language teachers. *(No Title)*.

Latif, M. M. M. A. (2020). *Writing motivation research, measurement and pedagogy*. Routledge.

Latifah, S., Muth'im, A., & Nasrullah, N. (2024). The use of QuillBot in academic writing: A systematic literature review. *Journey: Journal of English Language and Pedagogy*, *7*(1), 110–121.

Lee, J.-W., & Yoon, K.-O. (2022). Effects of planning and revising conditions on EFL learners' writing quality. □□□□□□, *28*(2), 21–38.

Li, P., Ning, Y., & Fang, H. (2023). Artificial intelligence translation under the influence of multimedia teaching to study English learning mode. *International Journal of Electrical Engineering & Education*, *60*(2_suppl), 325–338.

Li, T., Higgins, J. P. T., & Deeks, J. J. (2019). Collecting data. In *Cochrane Handbook for Systematic Reviews of Interventions* (pp. 109–141). https://doi.org/https://doi.org/10.1002/9781119536604.ch5

Li, Z., Chen, B., Ling, Z., Wu, R., & Ling, D. (2026). Scaffolding the Story: A Mixed-Methods Investigation of AI-Generated Pre-Writing Support for EFL Continuation Writing. *Journal of Qualitative Research in Education*, *46*, 64–80.

Ly, T. T. M., Nguyen, T. T. H., Phan, T. M. U., Dinh, T. T. H., & Huynh, T. V. (2021). EFL student's problems with paragraph writing at Tay Do University, Vietnam. *European Journal of English Language Teaching*, *6*(4).

Manohar, N., MacMillan, F., Steiner, G. Z., & Arora, A. (2018). Recruitment of research participants. *Handbook of Research Methods in Health Social Sciences*, *3*, 71–98.

Marzuki, Widiati, U., Rusdin, D., Darwin, & Indrawati, I. (2023). Marzuki, Widiati, U., Rusdin, D., Darwin, & Indrawati, I. (2023). The impact of AI writing tools on the content and organization of students' writing: EFL teachers' perspective. Cogent Education, 10(2), 2236469. *Cogent Education*, *10*(2), 2236469.

Mayer, R. E. (2021). Multimedia learning (the 3rd edition). *Cambridge University*.

Miles, M. B., Huberman, A. M., & Saldana, J. (2014). Qualitative data analysis: A methods sourcebook. *(No Title)*.

Moses, R. N., & Mohamad, M. (2019). Challenges faced by students and teachers on writing skills in ESL contexts: A

literature review. *Creative Education*, *10*(13), 3385–3391.

Muamaroh, M., Mukti, V. C., & Haryanti, D. (2020). The process and problems of EFL learners in English writing. *Ethical Lingua: Journal of Language Teaching and Literature*, *7*(2), 405–418.

Murtadho, F. (2021). Metacognitive and critical thinking practices in developing EFL students' argumentative writing skills. *Indonesian Journal of Applied Linguistics*, *10*(3), 656–666.

Nation, I. S. P. (2022). *Learning vocabulary in another language*. Cambridge university press.

Ngoc, N. H. (2021). Challenges of teaching academic writing skills in EFL classroom. *International Journal of Progressive Sciences and Technologies*, *26*(1), 503–508.

Nguyen, T. T. L. (2021). Learning EFL writing in Vietnam: Voices from an upper-secondary school's students. *Journal of Asia TEFL*, *18*(4), 1195.

O'Neill, R., & Russell, A. M. T. (2019). Grammarly: Help or hindrance? Academic learning advisors' perceptions of an online grammar checker. *Journal of Academic Language and Learning*, *13*(1), A88–A107.

Oshima, A., & Hogue, A. (2007). *Introduction to academic writing*. Pearson/Longman London.

Oshima, A., Hogue, A., & Ravitch, L. (2014). *Longman academic writing series: Essays*. Pearson Education.

Patia, N., Maulidiyah, A., Bahijah, I., Wongso, O., Irene, P. D., & Rahmawati, E. (2025). The Use of Perplexity AI in Academic Writing. *Wahana Pedagogika: Jurnal Ilmiah Pendidikan Dan Pembelajaran*, *7*(1), 32–35.

Pedro, F., Subosa, M., Rivas, A., & Valverde, P. (2019). *Artificial intelligence in education: Challenges and opportunities for sustainable development*.

Putri, H. S. (2025). *USING CANVA AI MAGIC WRITER*. *12*(2), 115–126. https://doi.org/10.25157/(jeep).v12i2.19344

Putri, H. S., Friatin, L. Y., & Tarawana, W. (2025). Using Canva AI Magic Writer to Assist Students Writing Descriptive Text. *Journal of English Education Program (JEEP)*, *12*(2), 115–126.

Rahman, M. M. (2022). The essentials of paragraph writing to develop writing skill. *Global Journal of Human-Social Science*, *22*(5), 71–75.

Rahmatunisa, W. (2014). Problems faced by Indonesian EFL learners in writing argumentative essay. *English Review: Journal of English Education*, 41–49.

Ranalli, J. (2021). L2 student engagement with automated feedback on writing: Potential for learning and issues of

trust. *Journal of Second Language Writing*, *52*, 100816. https://doi.org/https://doi.org/10.1016/j.jslw.2021.100816

Russell, S., & Norvig, P. (2021). Artificial Intelligence: a modern approach, 4th US ed. *Aima: Сайт. URL: Https://Aima. Cs. Berkeley. Edu/(Дата Обращения: 26.02. 2023)*.

Satriani, I., & El Fauziah, U. N. (2026). STUDENTS'PERCEPTION OF USING CANVA APPLICATION IN WRITING CLASS OF UNIVERSITY STUDENTS. *Journal Of Educational Experts (JEE)*, *9*(1), 53–60.

Savage, A., Davis, J., Liss, R., Mayer, P., & Shafiei, M. (2012). *Effective academic writing*. Oxford University Press.

Schmid, R. F., Bernard, R. M., Borokhovski, E., Tamim, R. M., Abrami, P. C., Surkes, M. A., Wade, C. A., & Woods, J. (2014). The effects of technology use in postsecondary education: A meta-analysis of classroom applications. *Computers & Education*, *72*, 271–291.

Selim, A. S. M. (2024). The transformative impact of AI-powered tools on academic writing: Perspectives of EFL university students. *International Journal of English Linguistics*, *14*(1), 14.

Sharp, L. A. (2016). Acts of Writing: A Compilation of Six Models That Define the Processes of Writing. *International Journal*

of Instruction, *9*(2), 77–90.

Smaldino, S. E., Lowther, D. L., Mims, C., & Russell, J. D. (2019). *Instructional technology and media for learning*. Pearson Education, Incorporated.

Stevenson, M., & Phakiti, A. (2014). The effects of computer-generated feedback on the quality of writing. *Assessing Writing*, *19*, 51–65.

Sugiyono, S. (2017). Metode penelitian kualitatif, kuantitatif, dan R&D. *Yogyakarta: Auareta*.

Suharno, Y., Wijayatiningsih, T. D., Purnomo, E. A., & Lestariningsih, E. D. (2024). Text-Based Instruction: Leveraging Mobile Media to Enhance EFL Learners' Paragraph Writing Performance. *Language Circle: Journal of Language and Literature*, *19*(1), 263–279.

Sung, Y.-T., Chang, K.-E., & Liu, T.-C. (2016). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers & Education*, *94*, 252–275.

Suryani, Y., Nirwanto, R., & Qamariah, Z. (2025). The EFL Students' Perceptions of AI Writing Tools in Academic Writing Skills at Islamic University of Palangka Raya. *Journal of English Language and Education*, *10*(6), 223–234.

Tabuk, M., & Cetin, B. (2026). *The Impact of Artificial Intelligence on Self-Regulated Language Learning in Higher Education: A Systematic Review (2022–2025)*.

Taherdoost, H. (2022). What are different research approaches? Comprehensive review of qualitative, quantitative, and mixed method research, their applications, types, and limitations. *Journal of Management Science & Engineering Research*, *5*(1), 53–63.

Takona, J. P. (2024). Research design: qualitative, quantitative, and mixed methods approaches. *Quality & Quantity*, *58*(1), 1011–1013.

Tustiawati, I. A. M., Putra, I. G. A. C. S., & Hikmaharyant, P. D. A. (2025). *Academic Writing For Efl Students Essential Writing Skills For Academic Purpose*. Deepublish.

Utami, S., & Ariati, J. (2025). Leveraging AI for Collaborative Writing: A Mixed Method Study on Student Experiences using AI Writing Tools. *BRIGHT: A Journal of English Language Teaching, Linguistics and Literature*, *8*(1), 105–115.

Utami, S., & Karnedi, K. (2024a). *Enhancing students' writing paragraphs through Canva Magic AI. Leksika: Jurnal Bahasa, Sastra Dan Pengajarannya, 18 (2), 105–116*.

Utami, S., & Karnedi, K. (2024b). Enhancing students' writing

paragraphs through Canva Magic AI. *Leksika: Jurnal Bahasa, Sastra Dan Pengajarannya*, *18*(2), 105–116.

Verdinelli, S., & Scagnoli, N. I. (2013). Data display in qualitative research. *International Journal of Qualitative Methods*, *12*(1), 359–381.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (Vol. 86). Harvard university press.

Wale, B. D. (2024). Artificial intelligence in education: Effects of using integrative automated writing evaluation programs on honing academic writing instruction. *Cakrawala Pendidikan*, *43*(1), 273–287.

Wang, R. (2019). Research on artificial intelligence promoting English learning change. *3rd International Conference on Economics and Management, Education, Humanities and Social Sciences (EMEHSS 2019)*, 392–395.

Wati, N. S. (2021). Exploring the impact of punctuation usage on students' writing skills. *Pedagogy: Journal of English Language Teaching*, *9*(2), 108–120.

Werdiningsih, I., Marzuki, & Rusdin, D. (2024). Balancing AI and authenticity: EFL students' experiences with ChatGPT in academic writing. *Cogent Arts & Humanities*, *11*(1), 2392388.

Wijayanti, E. (2022). Teaching English by Using Canva: Students' and Lecturers' Voice. *ENGLISH FRANCA : Academic Journal of English Language and Education*, *6*, 411. https://doi.org/10.29240/ef.v6i2.5709

Woo, D. J., Guo, K., & Susanto, H. (2025). Exploring EFL students' prompt engineering in human–AI story writing: an activity theory perspective. *Interactive Learning Environments*, *33*(1), 863–882.

Woo, D. J., Susanto, H., Yeung, C. H., Guo, K., & Fung, A. K. Y. (2023). Exploring AI-Generated text in student writing: How does AI help? *ArXiv Preprint ArXiv:2304.02478*.

Yin, R. K. (2015). *Qualitative research from start to finish*. Guilford publications.

Yuniarti, A., Titin, T., Safarini, F., Rahmadia, I., & Putri, S. (2023). Media konvensional dan media digital dalam pembelajaran. *JUTECH: Journal Education and Technology*, *4*(2), 84–95.

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education–where are the educators? *International Journal of Educational Technology in Higher Education*, *16*(1), 1–27.

Zhang, D., & Zhang, L. J. (2019). Metacognition and self-

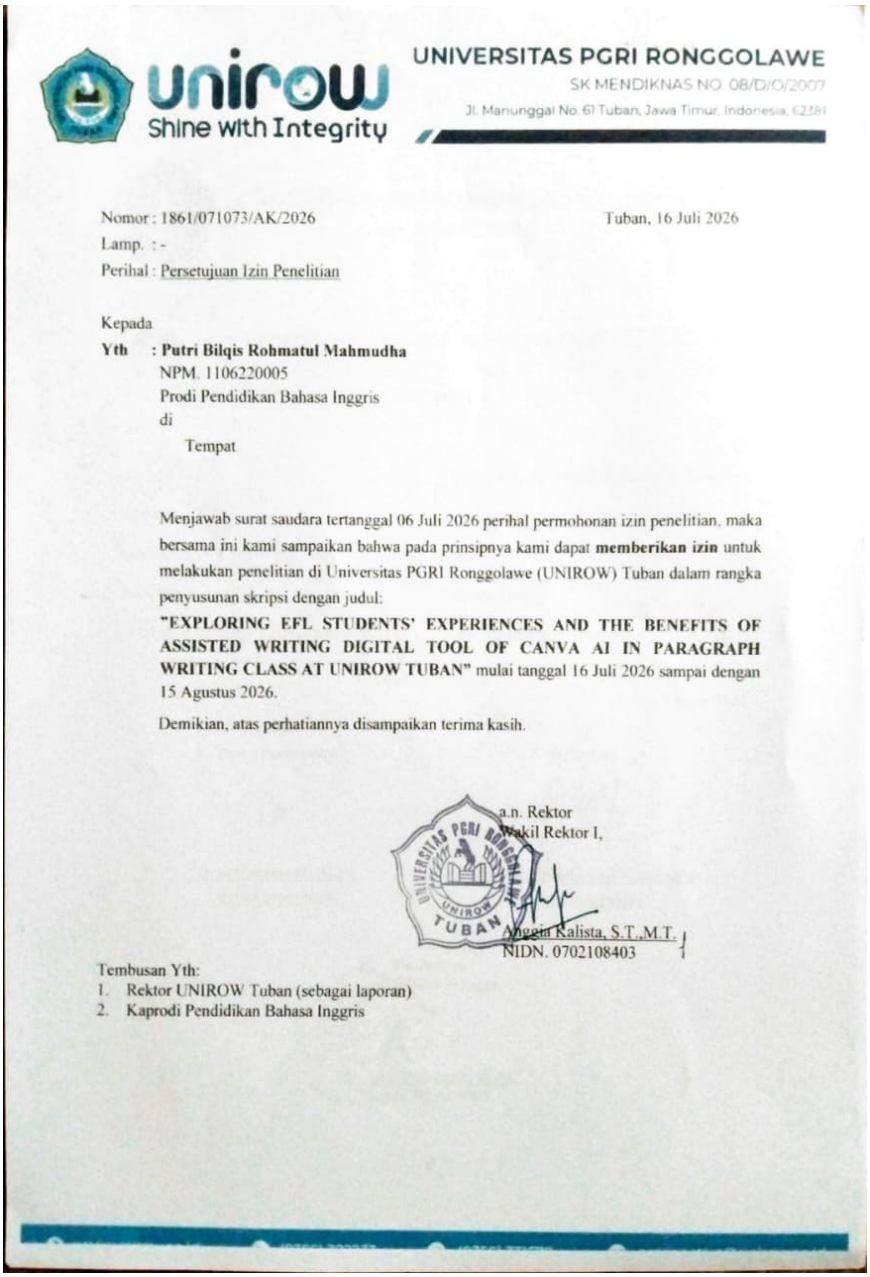
regulated learning (SRL) in second/foreign language teaching. In *Second handbook of English language teaching* (pp. 883–897). Springer.

Zhang, R., & Zou, D. (2022). A state-of-the-art review of the modes and effectiveness of multimedia input for second and foreign language learning. *Computer Assisted Language Learning*, *35*(9), 2790–2816.

Zhang, Z. V., & Hyland, K. (2022). Fostering student engagement with feedback: An integrated approach. *Assessing Writing*, *51*, 100586.

APPENDICES

Appendices 1. Research Permit Approval Observation



UNIVERSITAS PGRI RONGGOLAWE
SK MENDIKNAS NO. 08/D/O/2007
Jl. Manunggal No. 61 Tuban, Jawa Timur, Indonesia, 62381

unirow
Shine with Integrity

Nomor : 1861/071073/AK/2026 Tuban, 16 Juli 2026
Lamp. : -
Perihal : Persetujuan Izin Penelitian

Kepada
Yth : **Putri Bilqis Rohmatul Mahmudha**
NPM. 1106220005
Prodi Pendidikan Bahasa Inggris
di
Tempat

Menjawab surat saudara tertanggal 06 Juli 2026 perihal permohonan izin penelitian, maka bersama ini kami sampaikan bahwa pada prinsipnya kami dapat **memberikan izin** untuk melakukan penelitian di Universitas PGRI Ronggolawe (UNIROW) Tuban dalam rangka penyusunan skripsi dengan judul:

"EXPLORING EFL STUDENTS' EXPERIENCES AND THE BENEFITS OF ASSISTED WRITING DIGITAL TOOL OF CANVA AI IN PARAGRAPH WRITING CLASS AT UNIROW TUBAN" mulai tanggal 16 Juli 2026 sampai dengan 15 Agustus 2026.

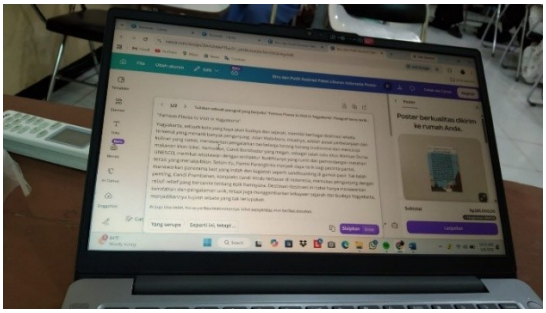
Demikian, atas perhatiannya disampaikan terima kasih.

a.n. Rektor
Wakil Rektor I,

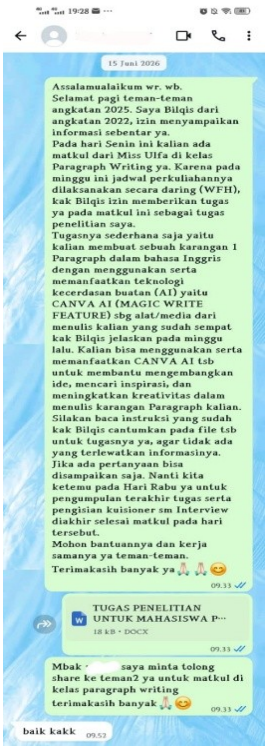
Angga Kalista, S.T.,M.T.
NIDN. 0702108403

Tembusan Yth:
1. Rektor UNIROW Tuban (sebagai laporan)
2. Kaprodi Pendidikan Bahasa Inggris

Appendices 2. Documentation of Observation



Day 1 Observation


15 Juni 2026
Assalamualaikum wr. wb.
Selamat pagi teman-teman angkatan 2025. Saya Bilqis dari angkatan 2022, izin menyampaikan informasi sebentar ya.
Pada hari Senin ini kalian ada matkul dari Miss Ulfa di kelas Paragraph Writing ya. Karena pada minggu ini jadwal perkuliahannya dilaksanakan secara daring (WFH), kak Bilqis izin memberikan tugas ya pada matkul ini sebagai tugas penelitian saya.
Tugasnya sederhana saja yaitu kalian membuat sebuah karangan 1 Paragraph dalam bahasa Inggris dengan menggunakan serta memanfaatkan teknologi kecerdasan buatan (AI) yaitu CANVA AI (MAGIC WRITE FEATURE) sbg alat/media dari menulis kalian yang sudah sempat kak Bilqis jelaskan pada minggu lalu. Kalian bisa menggunakan serta memanfaatkan CANVA AI tsb untuk membantu mengembangkan ide, mencari inspirasi, dan meningkatkan kreativitas dalam menulis karangan Paragraph kalian. Silakan baca instruksi yang sudah kak Bilqis cantumkan pada file tsb untuk tugasnya ya, agar tidak ada yang terlewatkan informasinya.
Jika ada pertanyaan bisa disampaikan saja. Nanti kita ketemu pada Hari Rabu ya untuk pengumpulan terakhir tugas serta pengisian kuisioner sm Interview diakhir selesai matkul pada hari tersebut.
Mohon bantuannya dan kerja samanya ya teman-teman.
Terimakasih banyak ya
09.33
TUGAS PENELITIAN UNTUK MAHASISWA P···
18 kB • DOCX
09.33
Mbak saya minta tolong share ke teman2 ya untuk matkul di kelas paragraph writing
terimakasih banyak
09.33
baik kakk
09.52

RESEARCH ASSIGNMENT FOR EFL STUDENTS IN PARAGRAPH WRITING CLASS 2025 AT UNIROW TUBAN

Write one paragraph consisting of 100-150 words by the use of Canva AI on the Magic Write future (Tulisan Ajaib) to help you generate and develop ideas from the title. Then write an outline that includes (topic sentences, supporting sentences, and concluding sentences of a paragraph). After that, you can create creative a design with using Canva design, such as a poster or pamphlet according to your creativity.

Last Submission Date: Wednesday, June 17th 2026.

Submission Requirements:

1. Submit a soft file a one paragraph and an outline (topic sentences, supporting sentences, and concluding sentences). File name format: (your name) _PW_2026
2. Submit a Canva design based on your creativity containing the paragraph you have written.
3. For all assignments send to this number 089686909634 (Bilqis)

Choose one of the following topics:

1. Kecak: A Unique Traditional Dance from Bali.
2. Wayang Kulit: A Traditional Javanese Art Performance.
3. The Uniqueness of Reog Ponorogo.
4. Angklung: A Traditional Musical Instrument from West Java.

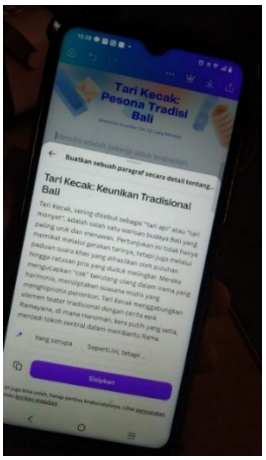
__THANK YOU__

EXAMPLE PARAGRAPH AND AN OUTLINE

FAMOUS PLACES TO VISIT IN YOGYAKARTA

Yogyakarta is one of the most popular tourist destinations in Indonesia because it offers an interesting blend of culture, history, and natural beauty. Among the famous places to visit in Yogyakarta, Malioboro Street is famous as the center of shopping and culinary delights in Yogyakarta. Tourists visit it frequently because of its lively atmosphere and the variety of souvenirs offered. Borobudur Temple is the largest Buddhist temple in the world with magnificent architecture. This place is frequently visited due to its historical value and beauty. Parangtritis Beach offers beautiful beach views and stunning sunsets. Tourists come to enjoy the natural beauty and the calming atmosphere. Prambanan Temple is famous for its magnificent Hindu temple architecture and cultural significance. This place attracts tourists who want to enjoy Indonesia's history and culture. In conclusion, with its various unique and interesting tourist destinations, Yogyakarta becomes the perfect tourist destination for travelers who want to enjoy the natural beauty, history, and culture of Indonesia.

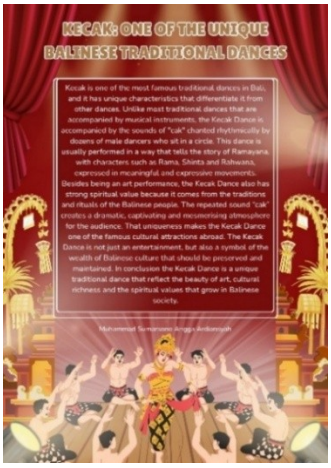
1. **Topic Sentences:** Yogyakarta is one of the most popular tourist destinations in Indonesia because it offers an interesting blend of culture, history, and natural beauty.
2. **Supporting Sentences:**
   - Malioboro Street is famous as the center of shopping and culinary delights in Yogyakarta.
   - **Borobudur Temple** is the largest Buddhist temple in the world with magnificent architecture.
   - ....
   - ....
3. **Concluding Sentences:** In conclusion, with its various unique and interesting tourist destinations, Yogyakarta becomes the perfect tourist destination for travelers who want to enjoy the natural beauty, history, and culture of Indonesia.



Kecak: One of the Unique Balinese Traditional Dances

Kecak is one of the most famous traditional dances in Bali, and it has unique characteristics that differentiate it from other dances. Unlike most traditional dances that are accompanied by musical instruments, the Kecak Dance is accompanied by the sounds of "cak" chanted rhythmically by dozens of male dancers who sit in a circle. This dance is usually performed in a way that tells the story of Ramayana, with characters such as Rama, Shinta and Rahwana, expressed in meaningful and expressive movements. Besides being an art performance, the Kecak Dance also has strong spiritual value because it comes from the traditions and rituals of the Balinese people. The repeated sound "cak" creates a dramatic, captivating and mesmerising atmosphere for the audience. That uniqueness makes the Kecak Dance one of the famous cultural attractions abroad. The Kecak Dance is not just an entertainment, but also a symbol of the wealth of Balinese culture that should be preserved and maintained. In conclusion the Kecak Dance is a unique traditional dance that reflect the beauty of art, cultural richness and the spiritual values that grow in Balinese society.

1. **Topic Sentences:** Kecak is one of the most famous traditional dances in Bali, and it has unique characteristics that differentiate it from other dances.
2. **Supporting Sentences:**
   - Unlike most traditional dances that are accompanied by musical instruments, the Kecak Dance is accompanied by the sounds of "cak" chanted rhythmically by dozens of male dancers who sit in a circle.
   - This dance is usually performed in a way that tells the story of Ramayana, with characters such as Rama, Shinta and Rahwana, expressed in meaningful and expressive movements.
   - Besides being an art performance, the Kecak Dance also has strong spiritual value because it comes from the traditions and rituals of the Balinese people.
3. **Concluding Sentences:** In conclusion the Kecak Dance is a unique traditional dance that reflect the beauty of art, cultural richness and the spiritual values that grow in Balinese society.



Day 2 Observation

Appendices 3. Questionnaires (Closed-ended and Open-ended)

EFL Students' Experiences the Use of Canva AI (Magic Write Feature) in Paragraph Writing. *

1. Canva AI (Magic Write Feature) provides a new and positive experiences in the process of writing paragraphs in class.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

2. Canva AI (Magic Writer Feature) offers a different learning experience from my usual writing methods in class. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

3. Canva AI (Magic Write Feature) gives me more confidence in composing paragraphs after by using it. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Benefits the Use of Canva AI (Magic Write Feature) in Paragraph Writing. *

1. Canva AI (Magic Write Feature) provides text directly and helps me develop ideas while writing paragraphs.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

2. Canva AI (Magic Write Feature) helps me structure paragraphs better and more coherently. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

3. Canva AI (Magic Write Feature) helps me get several references on vocabulary that fits the topic of the paragraph. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Ease the Use of Canva AI (Magic Write Future) in Paragraph Writing. *

1. Canva AI (Magic Write Feature) makes it easy for me to find initial ideas for my writing.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

2. Canva AI (Magic Write Feature) helps me brainstorm ideas before writing a paragraph. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

3. Canva AI (Magic Write Feature) helps me develop sentences into structured paragraphs. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Creativity and Idea Development the Use of Canva AI (Magic Write Feature) in Paragraph Writing. *

1. Canva AI (Magic Write Feature) helps generate ideas before writing better paragraphs.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

2. Canva AI (Magic Write Feature) helps me develop ideas into clearer and more structured paragraphs. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

3. Canva AI (Magic Write Feature) provides inspiration so I can be more creative in writing paragraphs. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Challenges the Use of Canva AI (Magic Write Feature) in Paragraph Writing. *

1. Canva AI (Magic Write Feature) results from my brainstorming need to be tried several times to get text that fits the topic of discussion.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

2. Canva AI (Magic Write Feature) sometimes produces text that does not match what I requested. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

3. Canva AI (Magic Write Feature) makes me more dependent on technology when writing paragraphs. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

Responses and Satisfaction the Use of Canva AI (Magic Write Feature). *

1. I feel very satisfied after by the use of Canva AI (Magic Write Feature) for writing English paragraphs.

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

2. Canva AI (Magic Write Feature) has been very helpful in making paragraph writing more interesting, enjoyable, and not boring. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

3. I would recommend by the use of Canva AI (Magic Write Feature) as a writing activity medium to other students. *

	1	2	3	4	5	
Strongly Disagree	○	○	○	○	○	Strongly Agree

OPEN-ENDED QUESTIONNAIRE

Deskripsi (opsional)

1. What is your opinion on the use of Canva AI (Magic Write Feature) as a tool to assist in writing English paragraphs? Mention one advantage and one disadvantage you have regarding its use. *

Teks jawaban panjang

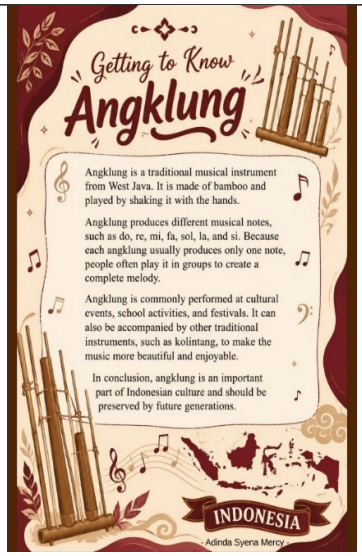
2. Mention any direct benefits you have experienced from the use of Canva AI (Magic Write Feature) in helping to write and develop the content of paragraphs in English? Mention just one based on your experiences while using it. *

Teks jawaban panjang

3. What obstacles did you encounter while the use of Canva AI (Magic Write Feature) in writing English paragraphs? Mention just one from your experiences related to its use. *

Teks jawaban panjang

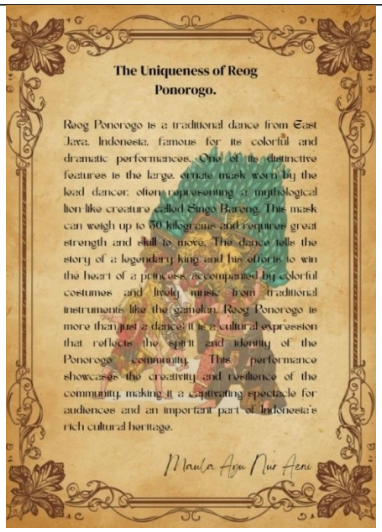
Appendices 4. Students' Assignments Making a One Paragraph and an Outline (Topic Sentences, Supporting Sentences, and Concluding Sentences) to creativity.


Getting to Know
Angklung
Angklung is a traditional musical instrument from West Java. It is made of bamboo and played by shaking it with the hands.
Angklung produces different musical notes, such as do, re, mi, fa, sol, la, and si. Because each angklung usually produces only one note, people often play it in groups to create a complete melody.
Angklung is commonly performed at cultural events, school activities, and festivals. It can also be accompanied by other traditional instruments, such as kolintang, to make the music more beautiful and enjoyable.
In conclusion, angklung is an important part of Indonesian culture and should be preserved by future generations.
INDONESIA
Adinda Syena Mercy

1. **Topic Sentence:** Angklung is a traditional musical instrument from West Java.

2. **Supporting Sentences:**
- It is made of bamboo and played by shaking it with the hands.
- Angklung produces different musical notes, such as do, re, mi, fa, sol, la, and si.
- Because each angklung usually produces only one note, people often play it in groups to create a complete melody.
- Angklung is commonly performed at cultural events, school activities, and festivals.
- It can also be accompanied by other traditional instruments, such as kolintang, to make the music more beautiful and enjoyable.

3. **Concluding Sentence:**
In conclusion, angklung is an important part of Indonesian culture and should be preserved by future generations.

	1. Topic Sentences: Angklung is a traditional musical instrument made entirely of carefully selected bamboo. It originates from the Sundanese region of West Java, Indonesia. **2. Supporting Sentences:** - It also teaches people the value of cooperation and responsibility, because every note played by each person is needed to form a complete song. - Thanks to its pleasant sound and simple way of playing, angklung is easy to learn and loved by both children and adults. - It has also been performed in many international events, helping introduce Indonesian culture to the world. **3. Concluding Sentences:** Therefore, Angklung is not only a musical instrument but also a symbol of togetherness, cooperation, and the proud cultural identity of the Sundanese people and Indonesia.
	**1. Topic Sentence:** Reog Ponorogo is a traditional dance from East Java, Indonesia, famous for its colorful and dramatic performances. **2. Supporting Sentences** ➢ One of its distinctive features is the large, ornate mask worn by the lead dancer, often representing a mythological lion-like creature called Singo Barong. ➢ The dance tells the story of a legendary king and his efforts to win the heart of a princess, accompanied by colorful costumes and lively music from traditional instruments like the gamelan. **3. Concluding Sentences** This performance showcases the creativity and resilience of the community, making it a captivating spectacle for audiences and an important part of Indonesia's rich cultural heritage.
	1. Topic Sentences: Kecak dance is one of the most famous traditional dances from Bali, Indonesia. **2. Supporting Sentences:** - Also known as "dance cak" or "fire dance", this dance was creadten in 1930 by Balinese artist Wayan Limbak and german painter Walter Spies. - This dance is inspired by the Sanghyang ritual, where the dancer is in a trance state. Kecak is famous for the "cak-cak-cak"vocal pattern produced by a group of men sitting in a circle imitating the sound of the monkey troops in the Ramayana story. - The uniqueness of the vocal sounds and dynamic movements of the dancers make it an attractive show for tourists and local residents. - Kecak dance is usually performed at night or in the afternoon, especially in tourist areas in Bali like Uluwatu Temple. **3. Concluding Sentences:** This show is not only a tourist attraction but also an effort to preserve local culture and traditions.

Wayang kulit
A Traditional Javanese Art Performance
Wayang Kulit is a traditional Javanese shadow puppet performance that tells stories of heroes, kings, and ancient legends, making it one of the most famous cultural traditions in Java. Its uniqueness lies in the combination of stories, music, and high cultural and moral values. One of its most famous aspects is the use of leather puppets played by a puppeteer (dalang) to bring epic stories like Ramayana and Mahabharata to life, such as the story of Rama rescuing Shinta from Rahwana with the help of Hanoman. Wayang Kulit also features several types, including Wayang Purwa, Wayang Gedhog, and Wayang Menak, each with its own characteristics. Accompanied by traditional musical instruments like Kendang, Gong, Bonang, Kenong, Saron, Gender, and Rebab, the show becomes more lively and educational. Therefore, Wayang Kulit is not only entertaining but also represents a cultural educational medium recognized by UNESCO as a Masterpiece of the Oral and Intangible Heritage of Humanity.
Sesilia Listia Rini Mila Agesti

1. **Topic Sentences:** Wayang Kulit is a traditional Javanese shadow puppet performance that tells stories of heroes, kings, and ancient legends, making it one of the most famous cultural traditions in Java.

2. **Supporting Sentences:**
   - It combines stories, music, and high cultural and moral values.
   - The performance uses leather puppets played by a puppeteer (dalang) to bring epic stories like Ramayana and Mahabharata to life.
   - A famous story includes Rama rescuing Shinta from Rahwana with the help of Hanoman.
   - There are several types of this art, including Wayang Purwa, Wayang Gedhog, and Wayang Menak.
   - Traditional musical instruments like Kendang, Gong, Bonang, Kenong, Saron, Gender, and Rebab accompany the performance.

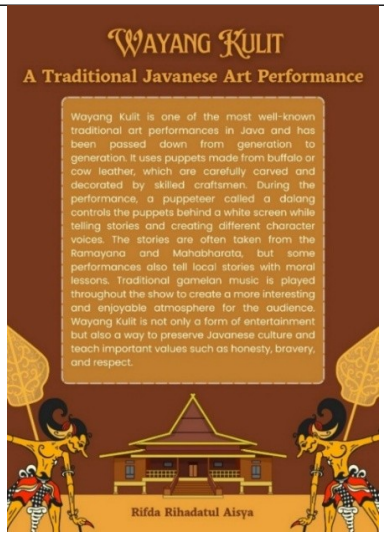
3. **Concluding Sentences**: Therefore, Wayang Kulit is not only entertaining but also represents a cultural educational medium recognized by UNESCO as a Masterpiece of the Oral and Intangible Heritage of Humanity.

Wayang Kulit
Wayang kulit is a traditional javanese art performance, represents the rich cultural heritage of Java. Widely recognized as puppet art made from leather, it holds significant influence in the lives of the Javanese people. This tradition serves not only as entertainment but also as a medium for education and the dissemination of moral and spiritual values. One pivotal figure in spreading religious teachings through wayang is Sunan Kalijaga, one of the nine saints known as Wali Songo. Sunan Kalijaga utilized wayang as a tool to convey Islamic teachings in a manner that was acceptable to the Javanese community at the time. By integrating epic tales like the Mahabharata and Ramayana with Islamic values, wayang kulit became an effective medium for spreading spiritual and moral messages. This tradition continues to thrive and evolve, becoming an integral part of Java's rich and diverse cultural identity.

1. **Topic Sentences:** Wayang kulit is a traditional Javanese art performance that plays an important role in preserving the culture and values of Java.

2. **Supporting Sentences:**
   - Wayang kulit is a puppet show made from leather and is well known among Javanese people.
   - It is used not only for entertainment but also for education and teaching moral values.
   - **Sunan Kalijaga** used wayang kulit to spread Islamic teachings in a way that was easy for local people to accept.
   - He combined stories from **Mahabharata** and **Ramayana** with Islamic values to deliver religious and moral messages.
   - As a result, wayang kulit became an effective tool for educating and guiding the community.

3. **Concluding Sentence:** Today, wayang kulit remains an important part of Javanese cultural heritage and continues to be appreciated by many people.


WAYANG KULIT
A Traditional Javanese Art Performance
Wayang Kulit is one of the most well-known traditional art performances in Java and has been passed down from generation to generation. It uses puppets made from buffalo or cow leather, which are carefully carved and decorated by skilled craftsmen. During the performance, a puppeteer called a dalang controls the puppets behind a white screen while telling stories and creating different character voices. The stories are often taken from the Ramayana and Mahabharata, but some performances also tell local stories with moral lessons. Traditional gamelan music is played throughout the show to create a more interesting and enjoyable atmosphere for the audience. Wayang Kulit is not only a form of entertainment but also a way to preserve Javanese culture and teach important values such as honesty, bravery, and respect.
Rifda Rihadatul Aisya

1. **Topic sentence:** Wayang Kulit is one of the most well-known traditional art performances in Java and has been passed down from generation to generation.

2. **Supporting sentences:**
   - It uses puppets made from buffalo or cow leather, which are carefully carved and decorated by skilled craftsmen.
   - During the performance, a puppeteer called a dalang controls the puppets behind a white screen while telling stories and creating different character voices.
   - The stories are often taken from the Ramayana and Mahabharata, but some performances also tell local stories with moral lessons.
   - Traditional gamelan music is played throughout the show to create a more interesting and enjoyable atmosphere for the audience.

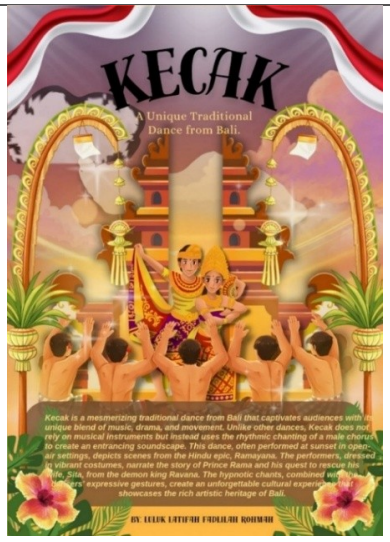
3. **Concluding sentence:** Wayang Kulit is not only a form of entertainment but also a way to preserve Javanese culture and teach important values such as honesty, bravery, and respect.

Angklung: A Traditional Musical Instrument from West Java
Angklung is a magnificent traditional musical instrument from West Java, Indonesia, made of expertly carved bamboo tubes. This instrument is highly unique because it produces a beautiful, resonant sound only when it is shaken gently. Each angklung is carefully tuned to a single note, meaning a large group of people must cooperate and play together to create a complete melody. Recognized by UNESCO as a Masterpiece of the Oral and Intangible Heritage of Humanity, it holds deep cultural significance for the Sundanese people. In conclusion, angklung is not just a musical instrument, but a beautiful symbol of harmony, teamwork, and Indonesia's rich cultural heritage that deserves to be preserved.
Name: Naisyila Putri R.

1. **Topic Sentence:** Angklung is a magnificent traditional musical instrument from West Java, Indonesia, made of expertly carved bamboo tubes.

2. **Supporting Sentences:**
   - This instrument is highly unique because it produces a beautiful, resonant sound only when it is shaken gently.
   - Each angklung is carefully tuned to a single note, meaning a large group of people must cooperate and play together to create a complete melody.
   - Recognized by UNESCO as a Masterpiece of the Oral and Intangible Heritage of Humanity, it holds deep cultural significance for the Sundanese people.

3. **Concluding Sentence:** In conclusion, angklung is not just a musical instrument, but a beautiful symbol of harmony, teamwork, and Indonesia's rich cultural heritage that deserves to be preserved.


KECAK
A Unique Traditional Dance from Bali.
Kecak is a mesmerizing traditional dance from Bali that captivates audiences with its unique blend of music, drama, and movement. Unlike other dances, Kecak does not rely on musical instruments but instead uses the rhythmic chanting of a male chorus to create an entrancing soundscape. This dance, often performed at sunset in open-air settings, depicts scenes from the Hindu epic, Ramayana. The performers, dressed in vibrant costumes, narrate the story of Prince Rama and his quest to rescue his wife, Sita, from the demon king Ravana. The hypnotic chants, combined with the dancers' expressive gestures, create an unforgettable cultural experience that showcases the rich artistic heritage of Bali.

1. **Topic Sentences:** Kecak is a mesmerizing traditional dance from Bali that captivates audiences with its unique blend of music, drama, and movement.

2. Supporting Sentences

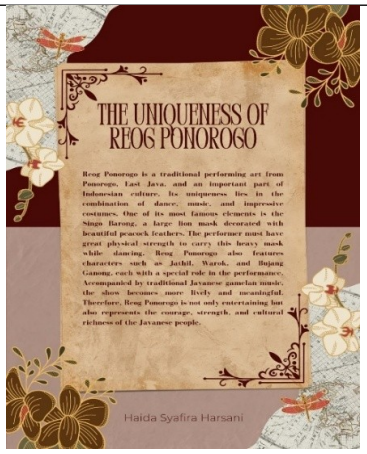
- Unlike other dances, Kecak does not rely on musical instruments but instead uses the rhythmic chanting of a male chorus to create an entrancing soundscape.

- This dance, often performed at sunset in open-air settings, depicts scenes from the Hindu epic, Ramayana.

- The performers, dressed in vibrant costumes, narrate the story of Prince Rama and his quest to rescue his wife, Sita, from the demon king Ravana.

3. Concluding Sentence

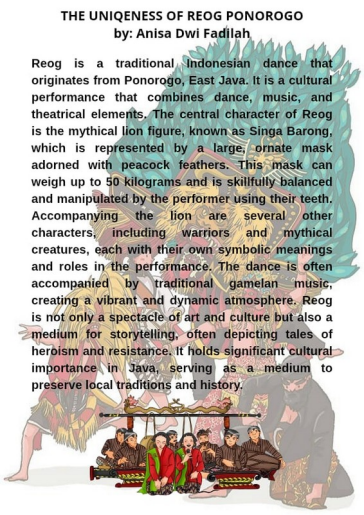
- The hypnotic chants, combined with the dancers' expressive gestures, create an unforgettable cultural experience that showcases the rich artistic heritage of Bali.


THE UNIQUENESS OF REOG PONOROGO
Reog Ponorogo is a traditional performing art from Ponorogo, East Java, and an important part of Indonesian culture. Its uniqueness lies in the combination of dance, music, and impressive costumes. One of its most famous elements is the Singo Barong, a large lion mask decorated with beautiful peacock feathers. The performer must have great physical strength to carry this heavy mask while dancing. Reog Ponorogo also features characters such as Jathil, Warok, and Bujang Ganong, each with a special role in the performance. Accompanied by traditional Javanese gamelan music, the show becomes more lively and meaningful. Therefore, Reog Ponorogo is not only entertaining but also represents the courage, strength, and cultural richness of the Javanese people.
Haida Syafira Harsani

1. **Topic Sentences:** Reog Ponorogo is a traditional performing art from Ponorogo, East Java, and an important part of Indonesian culture.

2. **Supporting Sentences:**
   - It combines dance, music, and impressive costumes.
   - Singo Barong is a large lion mask decorated with peacock feathers.
   - The performer needs great strength to carry the heavy mask.
   - Reog Ponorogo includes characters such as Jathil, Warok, and Bujang Ganong.
   - Traditional gamelan music accompanies the performance.

3. **Concluding Sentences:** Therefore, Reog Ponorogo is not only entertaining but also represents the courage, strength, and cultural richness of the Javanese people.


THE UNIQENESS OF REOG PONOROGO
by: Anisa Dwi Fadilah
Reog is a traditional Indonesian dance that originates from Ponorogo, East Java. It is a cultural performance that combines dance, music, and theatrical elements. The central character of Reog is the mythical lion figure, known as Singa Barong, which is represented by a large, ornate mask adorned with peacock feathers. This mask can weigh up to 50 kilograms and is skillfully balanced and manipulated by the performer using their teeth. Accompanying the lion are several other characters, including warriors and mythical creatures, each with their own symbolic meanings and roles in the performance. The dance is often accompanied by traditional gamelan music, creating a vibrant and dynamic atmosphere. Reog is not only a spectacle of art and culture but also a medium for storytelling, often depicting tales of heroism and resistance. It holds significant cultural importance in Java, serving as a medium to preserve local traditions and history.

1. **Topic sentence**: Reog is a traditional Indonesian dance that originates from Ponorogo, East Java.

2. **Supporting sentences:**
   - It is a cultural performance that combines dance, music, and theatrical elements.
   - The central character of Reog is the mythical lion figure, known as Singa Barong, which is represented by a large, ornate mask adorned with peacock feathers."
   - This mask can weigh up to 50 kilograms and is skillfully balanced and manipulated by the performer using their teeth."
   - Accompanying the lion are several other characters, including warriors and mythical creatures, each with their own symbolic meanings and roles in the performance."
   - The dance is often accompanied by traditional gamelan music, creating a vibrant and dynamic atmosphere.
   - Reog is not only a spectacle of art and culture but also a medium for storytelling, often depicting tales of heroism and resistance.

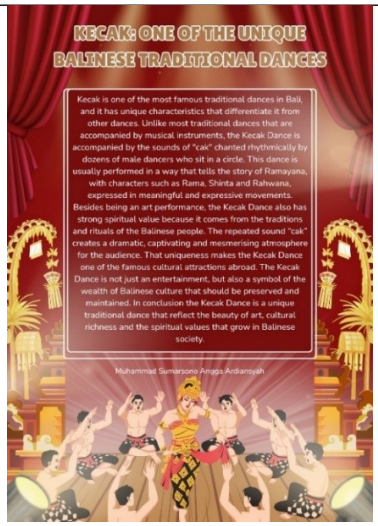
3. **Concluding sentence:** It holds significant cultural importance in Java, serving as a medium to preserve local traditions and history.

WAYANG KULIT: A TRADITIONAL JAVANESE ART PERFORMANCE
Wayang Kulit is one of the most famous traditional art performances in Java, Indonesia. It uses puppets made from buffalo or cow leather and is performed behind a white screen with a light source. A puppeteer, called a dalang, controls the puppets and tells stories that often come from ancient epics such as the Ramayana and Mahabharata. During the performance, traditional gamelan music is played to create a unique atmosphere. Wayang Kulit is not only entertaining but also teaches moral values, wisdom, and cultural traditions. It has been preserved for many generations and remains an important part of Indonesian heritage. Therefore, Wayang Kulit is a valuable cultural art that reflects the richness of Javanese culture.
Meyta Galuh N.

1. **Topic sentences**: Wayang Kulit is one of the most famous traditional art performances in Java, Indonesia.

2. **Supporting sentences:**
   - It uses puppets made from buffalo or cow leather.
   - The performance takes place behind a white screen with a light source.
   - A dalang controls the puppets and tells stories.
   - The stories often come from the Ramayana and Mahabharata.
   - Traditional gamelan music accompanies the performance.
   - Wayang Kulit teaches moral values, wisdom, and cultural traditions.
   - It has been preserved for many generations.

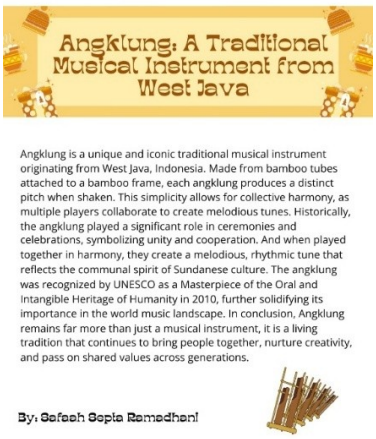
3. **Concluding sentence:** Therefore, Wayang Kulit is a valuable cultural art that reflects the richness of Javanese culture.


KECAK: ONE OF THE UNIQUE BALINESE TRADITIONAL DANCES
Kecak is one of the most famous traditional dances in Bali, and it has unique characteristics that differentiate it from other dances. Unlike most traditional dances that are accompanied by musical instruments, the Kecak Dance is accompanied by the sounds of "cak" chanted rhythmically by dozens of male dancers who sit in a circle. This dance is usually performed in a way that tells the story of Ramayana, with characters such as Rama, Shinta and Rahwana, expressed in meaningful and expressive movements. Besides being an art performance, the Kecak Dance also has strong spiritual value because it comes from the traditions and rituals of the Balinese people. The repeated sound "cak" creates a dramatic, captivating and mesmerising atmosphere for the audience. That uniqueness makes the Kecak Dance one of the famous cultural attractions abroad. The Kecak Dance is not just an entertainment, but also a symbol of the wealth of Balinese culture that should be preserved and maintained. In conclusion the Kecak Dance is a unique traditional dance that reflect the beauty of art, cultural richness and the spiritual values that grow in Balinese society.
Muhammad Sumarsono Angga Ardiansyah

1. **Topic Sentences:** Kecak is one of the most famous traditional dances in Bali, and it has unique characteristics that differentiate it from other dances.

2. **Supporting Sentences:**
   - Unlike most traditional dances that are accompanied by musical instruments, the Kecak Dance is accompanied by the sounds of "cak" chanted rhythmically by dozens of male dancers who sit in a circle.
   - This dance is usually performed in a way that tells the story of Ramayana, with characters such as Rama, Shinta and Rahwana, expressed in meaningful and expressive movements.
   - Besides being an art performance, the Kecak Dance also has strong spiritual value because it comes from the traditions and rituals of the Balinese people.

3. **Concluding Sentences:** In conclusion the Kecak Dance is a unique traditional dance that reflect the beauty of art, cultural richness and the spiritual values that grow in Balinese society.


Angklung: A Traditional Musical Instrument from West Java
Angklung is a unique and iconic traditional musical instrument originating from West Java, Indonesia. Made from bamboo tubes attached to a bamboo frame, each angklung produces a distinct pitch when shaken. This simplicity allows for collective harmony, as multiple players collaborate to create melodious tunes. Historically, the angklung played a significant role in ceremonies and celebrations, symbolizing unity and cooperation. And when played together in harmony, they create a melodious, rhythmic tune that reflects the communal spirit of Sundanese culture. The angklung was recognized by UNESCO as a Masterpiece of the Oral and Intangible Heritage of Humanity in 2010, further solidifying its importance in the world music landscape. In conclusion, Angklung remains far more than just a musical instrument, it is a living tradition that continues to bring people together, nurture creativity, and pass on shared values across generations.
By: Safaah Sapta Ramadhani

1. **Topic Sentences:** Angklung is a unique and iconic traditional musical instrument originating from West Java, Indonesia.

2. **Supporting Sentences:**
   - Made from bamboo tubes attached to a bamboo frame, each angklung produces a distinct pitch when shaken.
   - This simplicity allows for collective harmony, as multiple players collaborate to create melodious tunes.
   - Historically, the angklung played a significant role in ceremonies and celebrations, symbolizing unity and cooperation.
   - And when played together in harmony, they create a melodious, rhythmic tune that reflects the communal spirit of Sundanese culture.
   - The angklung was recognized by UNESCO as a Masterpiece of the Oral and Intangible Heritage of Humanity in 2010, further solidifying its importance in the world music landscape.

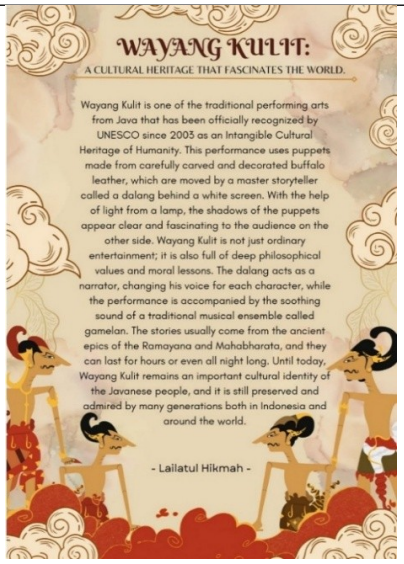
3. **Concluding Sentences:** In conclusion, Angklung remains far more than just a musical instrument, it is a living tradition that continues to bring people together, nurture creativity, and pass on shared values across generations.

Angklung A Traditional Musical Instrument from West Java.
The angklung is a traditional musical instrument originating from West Java. In ancient times, it was used in religious rituals. Made from bamboo, it is played by shaking it to produce harmonious sounds. Each angklung has a specific pitch, so several angklungs with different pitches are needed to play a song.
This musical instrument is not only well-known in Indonesia but has also been recognized by UNESCO as a World Intangible Cultural Heritage, demonstrating the importance of preserving this traditional art form. With its uniqueness and cultural value, the angklung continues to be a symbol of local wisdom that enriches the Indonesian national identity.
By: Haura Fitriani

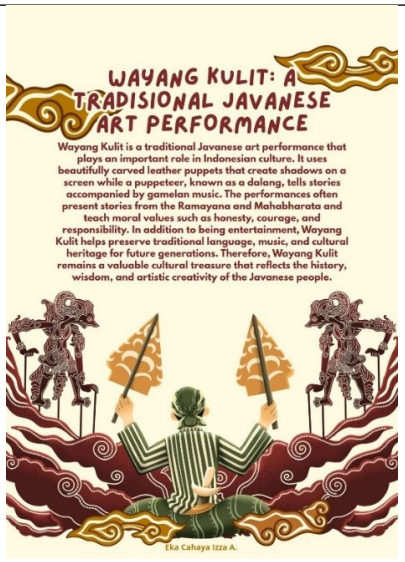
1. **Topic Sentences:** The angklung is a traditional musical instrument originating from West Java. History, and natural beauty.

2. **Supporting Sentences:**
   - In ancient times, it was used in religious rituals.
   - Made from bamboo, it is played by shaking it to produce harmonious sounds.
   - Each angklung has a specific pitch, so several angklungs with different pitches are needed to play a song.
   - This musical instrument is not only well-known in Indonesia but has also been recognized by UNESCO as a World Intangible Cultural Heritage, demonstrating the importance of preserving this traditional art form.

3. **Concluding Sentences:** With its uniqueness and cultural value, the angklung continues to be a symbol of local wisdom that enriches the Indonesian national identity.

<table>
<tr>
<td> 
</td>
<td>1. Topic Sentence: Wayang Kulit is one of the traditional performing arts from Java that has been officially recognized by UNESCO since 2003 as an Intangible Cultural Heritage of Humanity.

2. Supporting Sentences:
- It uses puppets made from carved and decorated buffalo leather, controlled by a dalang behind a white screen.
- Light creates clear and attractive shadows that the audience can see.
- Besides being entertaining, it carries meaningful values and life lessons.
- The dalang tells stories and changes voices, accompanied by traditional gamelan music.
- The stories are taken from ancient epics and can last for many hours.

3. Concluding Sentences: Until today, Wayang Kulit remains an important cultural identity of the Javanese people, and it is still preserved and admired by many generations both in Indonesia and around the world.</td>
</tr>
<tr>
<td> 
</td>
<td>1. Topic Sentences: Wayang Kulit is a traditional Javanese art performance that is an important part of Indonesian culture.

2. Supporting Sentences:
- It uses carved leather puppets to create shadows on a screen while a dalang tells stories accompanied by gamelan music.
- The stories often come from the Ramayana and Mahabharata and teach moral values such as honesty, courage, and responsibility.
- Wayang Kulit also helps preserve traditional language, music, and cultural heritage.

3. Conclusion Sentences: Therefore, Wayang Kulit remains a valuable cultural treasure that reflects the history, wisdom, and creativity of the Javanese people.</td>
</tr>
</table>

THE UNIQUENESS OF
REOG PONOROGO
REOG PONOROGO STANDS AS A VIBRANT TESTAMENT TO INDONESIA'S RICH CULTURAL TAPESTRY, CAPTIVATING AUDIENCES WITH ITS DYNAMIC PERFORMANCES. ORIGINATING FROM PONOROGO IN EAST JAVA, THIS TRADITIONAL DANCE-DRAMA IS RENOWNED FOR ITS STRIKING MASKS AND ELABORATE COSTUMES, WHICH SYMBOLIZE MYTHICAL CREATURES AND HISTORICAL WARRIORS. THE PERFORMANCE IS A HARMONIOUS BLEND OF MUSIC, DANCE, AND STORYTELLING, WHERE THE DOMINANT FIGURE, THE SINGA BARONG, A LION-LIKE CREATURE, OFTEN STEALS THE SHOW WITH ITS GRANDEUR AND MYSTIQUE. SUPPORTING THE SPECTACLE ARE THE DANCERS AND MUSICIANS WHO PLAY TRADITIONAL INSTRUMENTS SUCH AS GAMELAN, ENHANCING THE DRAMA AND RHYTHM. THE UNIQUE CULTURAL VALUES EMBEDDED IN REOG PONOROGO REFLECT THE COMMUNITY'S HISTORY AND BELIEFS, MAKING IT NOT ONLY A FORM OF ENTERTAINMENT BUT ALSO A PRESERVATION OF HERITAGE. IN CONCLUSION, REOG PONOROGO IS A CAPTIVATING CULTURAL EXPERIENCE THAT CONTINUES TO ENCHANT AND EDUCATE AUDIENCES, MAINTAINING ITS SIGNIFICANCE IN THE TAPESTRY OF INDONESIAN ARTS.
AYU NUR FARIDHA

1. **Topic Sentences:** Reog Ponorogo stands as a vibrant testament to Indonesia's rich cultural tapestry, captivating audiences with its dynamic performances.

2. **Supporting Sentences:**
   - Originating from Ponorogo in East Java, this traditional dance-drama is renowned for its striking masks and elaborate costumes, which symbolize mythical creatures and historical warriors.
   - The performance is a harmonious blend of music, dance, and storytelling, where the dominant figure, the Singa Barong, a lion-like creature, often steals the show with its grandeur and mystique.
   - Supporting the spectacle are the dancers and musicians who play traditional instruments such as gamelan, enhancing the drama and rhythm.
   - The unique cultural values embedded in Reog Ponorogo reflect the community's history and beliefs, making it not only a form of entertainment but also a preservation of heritage.

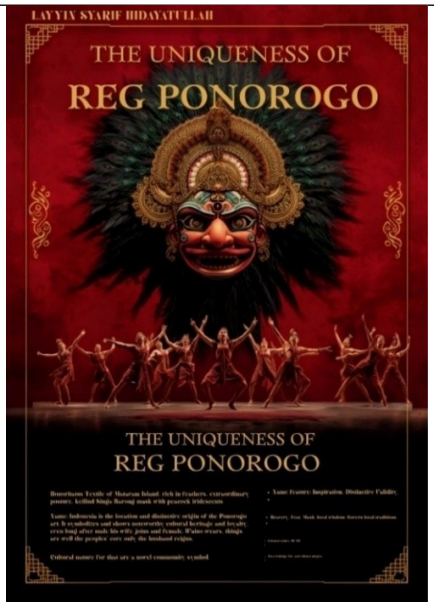
3. **Concluding Sentences:** In conclusion, Reog Ponorogo is a captivating cultural experience that continues to enchant and educate audiences, maintaining its significance in the tapestry of Indonesian arts.

The Mystical Charm and Identity of Reog Ponorogo
Reog Ponorogo is one of Indonesia's cultural heritages that captivates with its uniqueness. This performance is well-known for the large and magnificent mask worn by the main dancer, called "Barongan" or "Singa Barong". This mask can weigh up to 50 kilograms, and the dancer wears it without any assistive tools, demonstrating extraordinary strength and skill. In addition, Reog Ponorogo also features a combination of dance, music, and storytelling that depicts the legends and myths of the Ponorogo region. The accompanying music consists of a gamelan ensemble with instruments such as the gong, kenong, and kendang, which enhance the mystical and magical atmosphere of the performance.
Behind its beauty, the Reog Ponorogo performance also serves as a platform to showcase the pride of the local community in preserving a tradition that has existed for centuries. All of these elements not only reflect the creativity and beauty of traditional art but also serve as a symbol of the cultural identity of the Ponorogo people. By preserving Reog Ponorogo, we participate in safeguarding and honoring Indonesia's diverse cultural wealth, ensuring that future generations can know and enjoy this heritage. This performance is also frequently staged in various important events, both at local and national levels, reinforcing its position as one of Indonesia's cultural icons renowned internationally.
Name: Rahayu Okta R

1. **Topic sentences:** Reog Ponorogo is one of Indonesia's cultural heritages that captivates with its uniqueness.

2. **Supporting sentences:**
   - This performance is well-known for the large and magnificent mask worn by the main dancer, called 'Barongan' or 'Singa Barong'
   - This mask can weigh up to 50 kilograms, and the dancer wears it without any assistive tools, demonstrating extraordinary strength and skill.
   - In addition, Reog Ponorogo also features a combination of dance, music, and storytelling that depicts the legends and myths of the Ponorogo region.
   - The accompanying music consists of a gamelan ensemble with instruments such as the gong, kenong, and kendang, which enhance the mystical and magical atmosphere of the performance.

3. **Concluding Sentences:** By preserving Reog Ponorogo, we participate in safeguarding and honoring Indonesia's diverse cultural wealth, ensuring that future generations can know and enjoy this heritage. This performance is also frequently staged in various important events, both at local and national levels, reinforcing its position as one of Indonesia's cultural icons renowned internationally.

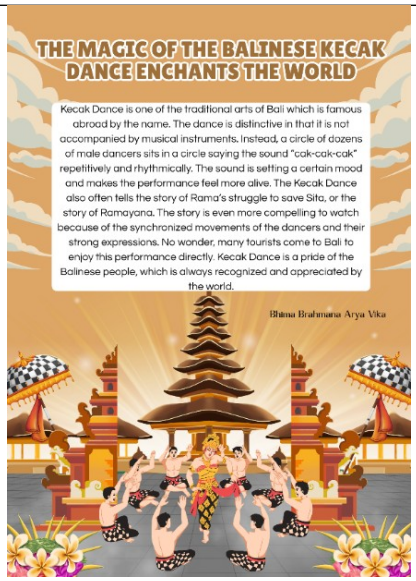


1. Topic Sentences: Reog Ponorogo is one of the most unique traditional art performances in Indonesia.

2. Supporting Sentences:

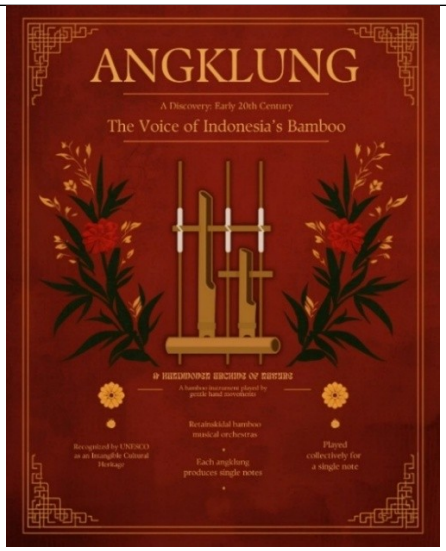
- It comes from Ponorogo, East Java, and is famous for its spectacular dance, music, and cultural values.
- The most iconic part of Reog Ponorogo is the giant lion mask called Singa Barong.
- The dancers perform impressive movements while carrying the heavy mask.
- Reog Ponorogo is often performed during cultural festivals and traditional ceremonies.
- This traditional art teaches people about bravery, loyalty, and local wisdom.
- The uniqueness of its costumes, music, and storytelling makes it different from other traditional performances.

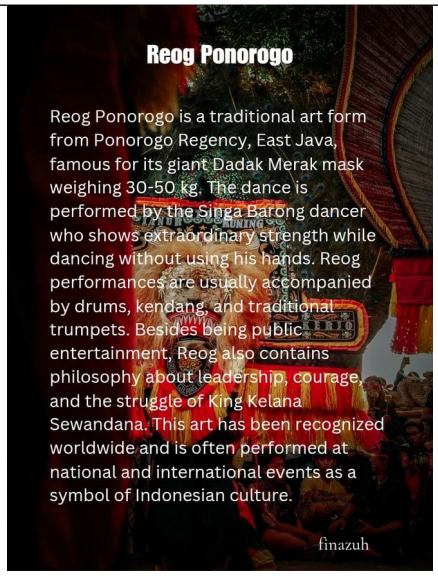
3. Concluding Sentences: In conclusion, Reog Ponorogo is a valuable cultural heritage that should be preserved and appreciated by future generations.


THE MAGIC OF THE BALINESE KECAK DANCE ENCHANTS THE WORLD
Kecak Dance is one of the traditional arts of Bali which is famous abroad by the name. The dance is distinctive in that it is not accompanied by musical instruments. Instead, a circle of dozens of male dancers sits in a circle saying the sound "cak-cak-cak" repetitively and rhythmically. The sound is setting a certain mood and makes the performance feel more alive. The Kecak Dance also often tells the story of Rama's struggle to save Sita, or the story of Ramayana. The story is even more compelling to watch because of the synchronized movements of the dancers and their strong expressions. No wonder, many tourists come to Bali to enjoy this performance directly. Kecak Dance is a pride of the Balinese people, which is always recognized and appreciated by the world.
Bhima Brahmana Arya Vika

1. **Topic sentences:** Kecak Dance is one of the traditional arts of Bali which is famous abroad by the name.

2. **Supporting sentences:**
   - The dance is distinctive in that it is not accompanied by musical instruments.
   - Instead, a circle of dozens of male dancers sits in a circle saying the sound "cak-cak-cak" repetitively and rhythmically.
   - The sound is setting a certain mood and makes the performance feel more alive.
   - The Kecak Dance also often tells the story of Rama's struggle to save Sita, or the story of Ramayana.
   - The story is even more compelling to watch because of the synchronized movements of the dancers and their strong expressions.
   -
3. **Concluding sentences:** Dance is a pride of the Balinese people, which is always recognized and appreciated by the world.

	1. **Topic Sentence**: Angklung is a traditional musical instrument from Indonesia, particularly popular in West Java. 2. **Supporting Sentences:** - Made from bamboo tubes attached to a bamboo frame, it produces melodious sounds when shaken. - Each angklung is tuned to a specific note, and they are often played in ensembles to create harmonious melodies. - The simplicity of its design contrasts with the skill required to play it, showcasing the cultural heritage of the Sundanese people. 3. **Concluding Sentence:** The angklung is a symbol of unity and cultural pride, recognized by UNESCO, bringing people together through its enchanting sounds.
	1. **Topic Sentence**: Angklung is a traditional musical instrument from West Java, Indonesia, made of bamboo and known for its unique sound. 2. **Supporting Sentences**: - Each bamboo tube produces a specific note when shaken. - Playing angklung requires teamwork, symbolizing unity and cooperation. - Historically used in rituals for harvest and prosperity. - Now performed globally in cultural and educational events. 3. **Concluding Sentence**:Angklung represents Indonesia's rich cultural heritage and the communal values of the Sundanese people.


Reog Ponorogo
Reog Ponorogo is a traditional art form from Ponorogo Regency, East Java, famous for its giant Dadak Merak mask weighing 30-50 kg. The dance is performed by the Singa Barong dancer who shows extraordinary strength while dancing without using his hands. Reog performances are usually accompanied by drums, kendang, and traditional trumpets. Besides being public entertainment, Reog also contains philosophy about leadership, courage, and the struggle of King Kelana Sewandana. This art has been recognized worldwide and is often performed at national and international events as a symbol of Indonesian culture.
finazuh

~ **Topic Sentences:** Reog Ponorogo as a traditional art from Ponorogo that combines dance, music, and the philosophy of leadership.

~ **Supporting sentences:**

1. The hallmark of Reog is the huge and heavy Dadak Merak mask, decorated with real peacock feathers.
2. The main dancer, Singa Barong, shows his strength by dancing while biting the mask that weighs dozens of kilograms.
3. The performance is accompanied by traditional music like kendang, drums, and trumpets that create a dramatic atmosphere.
4. Reog contains philosophical values about King Kelana Sewandana's struggle against a tyrannical king, teaching courage and loyalty.

~ **Conclusion Sentences:** Reog Ponorogo is not just a dance, but a cultural heritage that holds historical value, physical strength, and moral messages. Preserving it is important so younger generations still know the identity of the nation.

Nama: Dhini Martha Amiarti
Wayang Kulit: A Traditional Javanese Art Performance
Wayang kulit stands as a profound masterpiece of Indonesian culture, representing a sophisticated traditional Javanese art performance that has captivated audiences for centuries. At the heart of this experience is the dalang, or puppet master, who skillfully manipulates intricate leather puppets against a backlit screen. These figures bring legendary epics to life, accompanied by the rhythmic, enchanting sounds of the gamelan orchestra. Beyond mere entertainment, the performance serves as a vital medium for moral education and spiritual reflection. Through its unique blend of visual beauty and deep philosophical wisdom, wayang kulit remains an essential, cherished pillar of Javanese identity.

1. **Topic Sentences:** "Wayang kulit stands as a profound masterpiece of Indonesian culture, representing a sophisticated traditional Javanese art performance that has captivated audiences for centuries."

2. **Supporting Sentences:**
   - "At the heart of this experience is the dalang, or puppet master, who skillfully manipulates intricate leather puppets against a backlit screen.
   - These figures bring legendary epics to life, accompanied by the rhythmic, enchanting sounds of the gamelan orchestra.
   - Beyond mere entertainment, the performance serves as a vital medium for moral education and spiritual reflection."

3. **Concluding Sentences:** "Through its unique blend of visual beauty and deep philosophical wisdom, wayang kulit remains an essential, cherished pillar of Javanese identity."

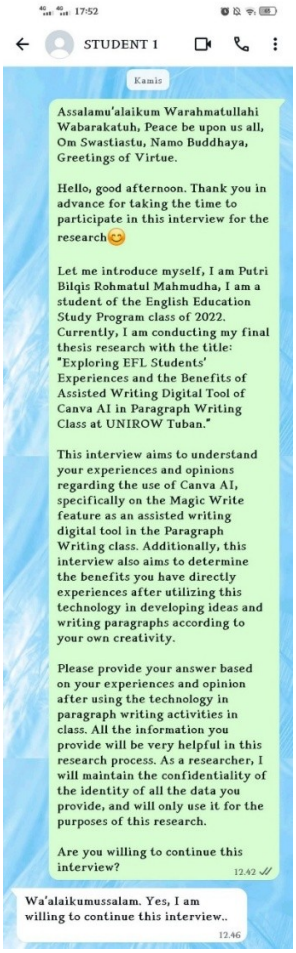
The Art of Shadows:
Wayang Kulit
Wayang Kulit is one of Indonesia's most treasured cultural arts. This traditional Javanese performance brings stories to life through beautifully crafted shadow puppets and the skill of a dalang. Accompanied by the soothing sound of gamelan music, each performance creates a magical atmosphere for the audience. Beyond entertainment, Wayang Kulit shares important values, wisdom, and lessons about life. For centuries, it has been an essential part of Javanese culture and continues to inspire people today. Many tourists and local people enjoy watching Wayang Kulit because of its unique storytelling and artistic beauty. As a symbol of Indonesia's rich heritage, Wayang Kulit deserves to be preserved and celebrated by future generations.
-Febriana Riski Nugrahani-

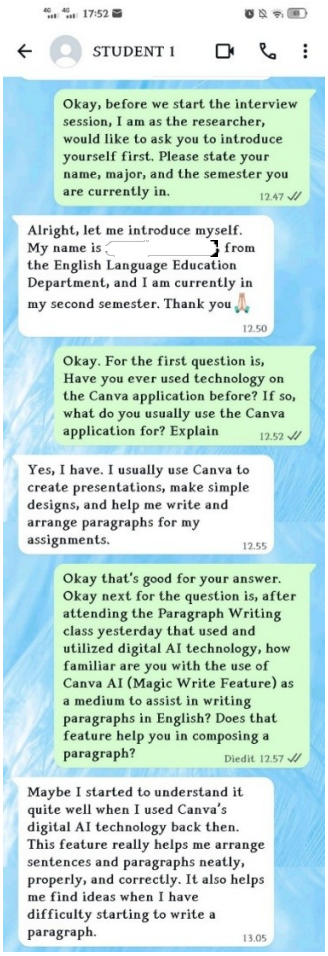
1. **Topic Sentences:** Wayang Kulit is one of Indonesia's most treasured cultural arts.

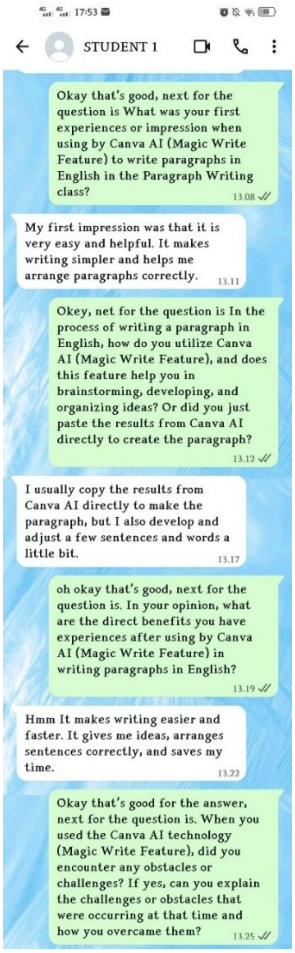
2. **Supporting Sentences:**
   - This traditional Javanese performance brings stories to life through beautifully crafted shadow puppets and the skill of a dalang.
   - Accompanied by the soothing sound of gamelan music, each performance creates a magical atmosphere for the audience.
   - Beyond entertainment, Wayang Kulit shares important values, wisdom, and lessons about life.
   - For centuries, it has been an essential part of Javanese culture and continues to inspire people today.
   - Many tourists and local people enjoy watching Wayang Kulit because of its unique storytelling and artistic beauty.

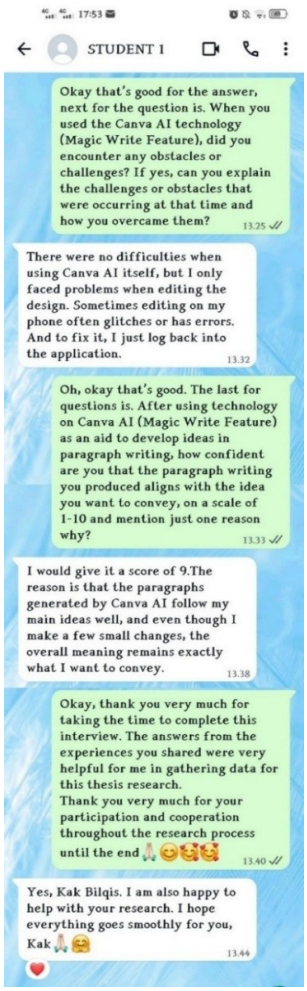
3. **Concluding Sentences:** As a symbol of Indonesia's rich heritage, Wayang Kulit deserves to be preserved and celebrated by future generations.

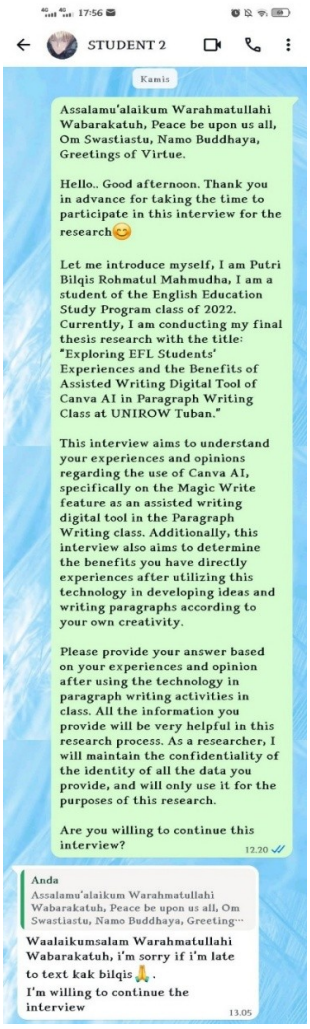
Appendices 5. Interview Respondents


17:52
STUDENT 1
Kamis
Assalamu'alaikum Warahmatullahi Wabarakatuh, Peace be upon us all, Om Swastiastu, Namo Buddhaya, Greetings of Virtue.
Hello, good afternoon. Thank you in advance for taking the time to participate in this interview for the research😊
Let me introduce myself, I am Putri Bilqis Rohmatul Mahmudha, I am a student of the English Education Study Program class of 2022. Currently, I am conducting my final thesis research with the title: "Exploring EFL Students' Experiences and the Benefits of Assisted Writing Digital Tool of Canva AI in Paragraph Writing Class at UNIROW Tuban."
This interview aims to understand your experiences and opinions regarding the use of Canva AI, specifically on the Magic Write feature as an assisted writing digital tool in the Paragraph Writing class. Additionally, this interview also aims to determine the benefits you have directly experiences after utilizing this technology in developing ideas and writing paragraphs according to your own creativity.
Please provide your answer based on your experiences and opinion after using the technology in paragraph writing activities in class. All the information you provide will be very helpful in this research process. As a researcher, I will maintain the confidentiality of the identity of all the data you provide, and will only use it for the purposes of this research.
Are you willing to continue this interview?
12.42
Wa'alaikumussalam. Yes, I am willing to continue this interview..
12.46

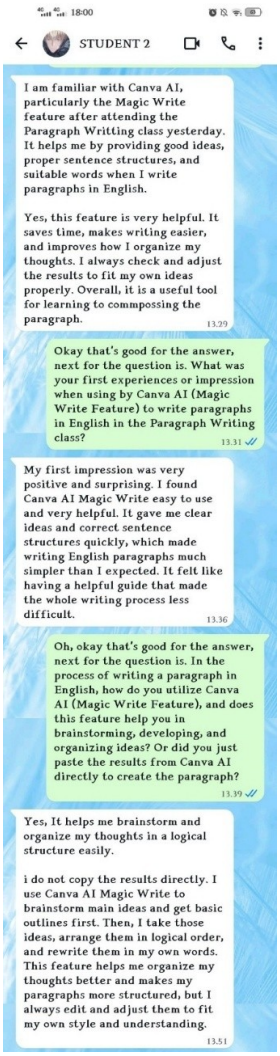

17:52
STUDENT 1
Okay, before we start the interview session, I am as the researcher, would like to ask you to introduce yourself first. Please state your name, major, and the semester you are currently in.
12.47
Alright, let me introduce myself. My name is [redacted] from the English Language Education Department, and I am currently in my second semester. Thank you 🙏
12.50
Okay. For the first question is, Have you ever used technology on the Canva application before? If so, what do you usually use the Canva application for? Explain
12.52
Yes, I have. I usually use Canva to create presentations, make simple designs, and help me write and arrange paragraphs for my assignments.
12.55
Okay that's good for your answer. Okay next for the question is, after attending the Paragraph Writing class yesterday that used and utilized digital AI technology, how familiar are you with the use of Canva AI (Magic Write Feature) as a medium to assist in writing paragraphs in English? Does that feature help you in composing a paragraph?
Diedit 12.57
Maybe I started to understand it quite well when I used Canva's digital AI technology back then. This feature really helps me arrange sentences and paragraphs neatly, properly, and correctly. It also helps me find ideas when I have difficulty starting to write a paragraph.
13.05

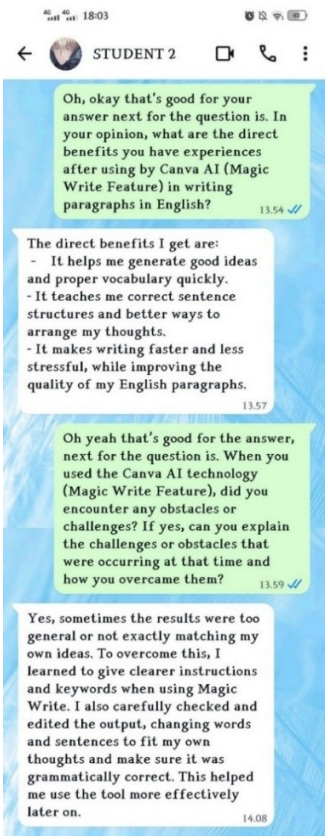

17:53
STUDENT 1
Okay that's good, next for the question is What was your first experiences or impression when using by Canva AI (Magic Write Feature) to write paragraphs in English in the Paragraph Writing class?
13.08
My first impression was that it is very easy and helpful. It makes writing simpler and helps me arrange paragraphs correctly.
13.11
Okey, net for the question is In the process of writing a paragraph in English, how do you utilize Canva AI (Magic Write Feature), and does this feature help you in brainstorming, developing, and organizing ideas? Or did you just paste the results from Canva AI directly to create the paragraph?
13.12
I usually copy the results from Canva AI directly to make the paragraph, but I also develop and adjust a few sentences and words a little bit.
13.17
oh okay that's good, next for the question is. In your opinion, what are the direct benefits you have experiences after using by Canva AI (Magic Write Feature) in writing paragraphs in English?
13.19
Hmm It makes writing easier and faster. It gives me ideas, arranges sentences correctly, and saves my time.
13.22
Okay that's good for the answer, next for the question is. When you used the Canva AI technology (Magic Write Feature), did you encounter any obstacles or challenges? If yes, can you explain the challenges or obstacles that were occurring at that time and how you overcame them?
13.25

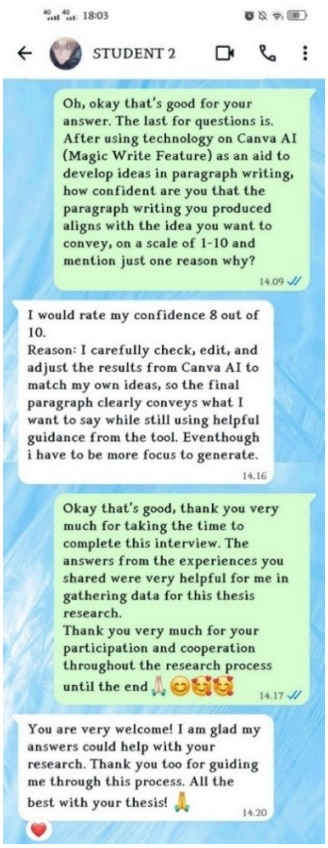

STUDENT 1
Okay that's good for the answer, next for the question is. When you used the Canva AI technology (Magic Write Feature), did you encounter any obstacles or challenges? If yes, can you explain the challenges or obstacles that were occurring at that time and how you overcame them? 13.25
There were no difficulties when using Canva AI itself, but I only faced problems when editing the design. Sometimes editing on my phone often glitches or has errors. And to fix it, I just log back into the application. 13.32
Oh, okay that's good. The last for questions is. After using technology on Canva AI (Magic Write Feature) as an aid to develop ideas in paragraph writing, how confident are you that the paragraph writing you produced aligns with the idea you want to convey, on a scale of 1-10 and mention just one reason why? 13.33
I would give it a score of 9.The reason is that the paragraphs generated by Canva AI follow my main ideas well, and even though I make a few small changes, the overall meaning remains exactly what I want to convey. 13.38
Okay, thank you very much for taking the time to complete this interview. The answers from the experiences you shared were very helpful for me in gathering data for this thesis research.
Thank you very much for your participation and cooperation throughout the research process until the end 🙏😊🥰🥰 13.40
Yes, Kak Bilqis. I am also happy to help with your research. I hope everything goes smoothly for you, Kak 🙏🤗 13.44

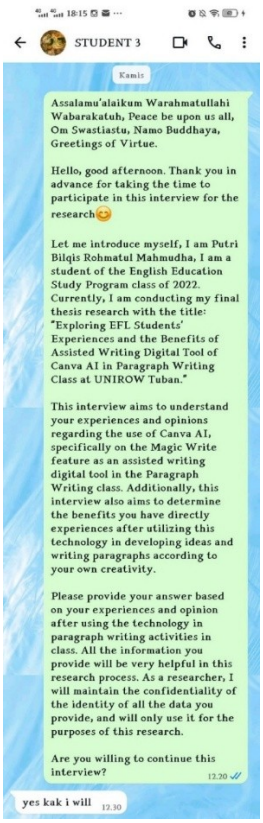

STUDENT 2
Kamis
Assalamu'alaikum Warahmatullahi Wabarakatuh, Peace be upon us all, Om Swastiastu, Namo Buddhaya, Greetings of Virtue.
Hello.. Good afternoon. Thank you in advance for taking the time to participate in this interview for the research😊
Let me introduce myself, I am Putri Bilqis Rohmatul Mahmudha, I am a student of the English Education Study Program class of 2022. Currently, I am conducting my final thesis research with the title: "Exploring EFL Students' Experiences and the Benefits of Assisted Writing Digital Tool of Canva AI in Paragraph Writing Class at UNIROW Tuban."
This interview aims to understand your experiences and opinions regarding the use of Canva AI, specifically on the Magic Write feature as an assisted writing digital tool in the Paragraph Writing class. Additionally, this interview also aims to determine the benefits you have directly experiences after utilizing this technology in developing ideas and writing paragraphs according to your own creativity.
Please provide your answer based on your experiences and opinion after using the technology in paragraph writing activities in class. All the information you provide will be very helpful in this research process. As a researcher, I will maintain the confidentiality of the identity of all the data you provide, and will only use it for the purposes of this research.
Are you willing to continue this interview? 12.20
Anda
Assalamu'alaikum Warahmatullahi Wabarakatuh, Peace be upon us all, Om Swastiastu, Namo Buddhaya, Greeting···
Waalaikumsalam Warahmatullahi Wabarakatuh, i'm sorry if i'm late to text kak bilqis🙏.
I'm willing to continue the interview 13.05

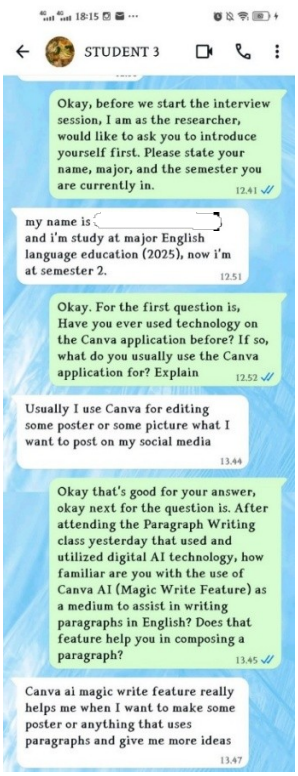
STUDENT 2
it's okay no problem.. Okay, before we start the interview session, I am as the researcher, would like to ask you to introduce yourself first. Please state your name, major, and the semester you are currently in. 13.06
Alright,let me introduce myself,My name is [redacted], from the english language education departemen, and i am currently in my second semester. 13.12
Okay. For the first question is, Have you ever used technology on the Canva application before? If so, what do you usually use the Canva application for? can you explain about using it 13.14
Yes, i have use Canva many times. I use Canva for various design purpose such as: making presentation slides, editing image, and adding text.
How to use Canva:
-Open the Canva website or app and create a new design by choosing a template or custom size.
-Browse the library of ready-made templates, elements, fonts, and images.
-Customize by changing text, colors, pictures, and layouts according to your needs.
-Save or download the final design in formats like PNG, JPG, or PDF. 13.19
Okay that's good for your answer. Okay next for the question is. After attending the Paragraph Writing class yesterday that used and utilized digital AI technology, how familiar are you with the use of Canva AI (Magic Write Feature) as a medium to assist in writing paragraphs in English? Does that feature help you in composing a paragraph? 13.21

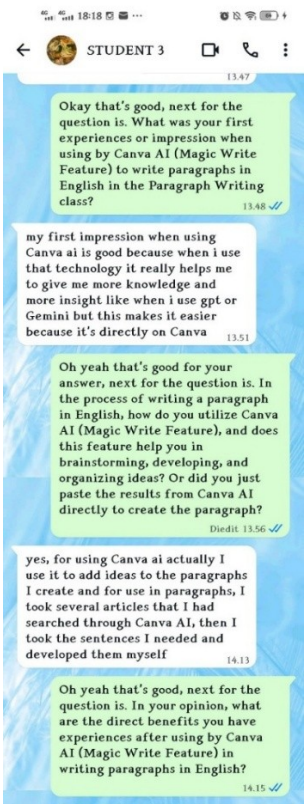

18:00
STUDENT 2
I am familiar with Canva AI, particularly the Magic Write feature after attending the Paragraph Writting class yesterday. It helps me by providing good ideas, proper sentence structures, and suitable words when I write paragraphs in English.
Yes, this feature is very helpful. It saves time, makes writing easier, and improves how I organize my thoughts. I always check and adjust the results to fit my own ideas properly. Overall, it is a useful tool for learning to commposing the paragraph.
13.29
Okay that's good for the answer, next for the question is. What was your first experiences or impression when using by Canva AI (Magic Write Feature) to write paragraphs in English in the Paragraph Writing class?
13.31
My first impression was very positive and surprising. I found Canva AI Magic Write easy to use and very helpful. It gave me clear ideas and correct sentence structures quickly, which made writing English paragraphs much simpler than I expected. It felt like having a helpful guide that made the whole writing process less difficult.
13.36
Oh, okay that's good for the answer, next for the question is. In the process of writing a paragraph in English, how do you utilize Canva AI (Magic Write Feature), and does this feature help you in brainstorming, developing, and organizing ideas? Or did you just paste the results from Canva AI directly to create the paragraph?
13.39
Yes, It helps me brainstorm and organize my thoughts in a logical structure easily.
i do not copy the results directly. I use Canva AI Magic Write to brainstorm main ideas and get basic outlines first. Then, I take those ideas, arrange them in logical order, and rewrite them in my own words. This feature helps me organize my thoughts better and makes my paragraphs more structured, but I always edit and adjust them to fit my own style and understanding.
13.51

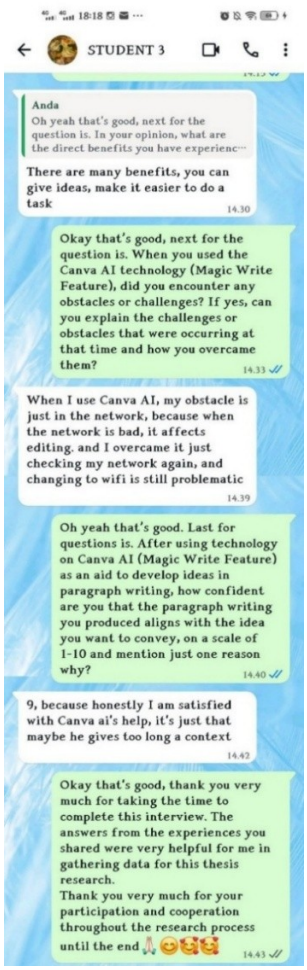

18:03
STUDENT 2
Oh, okay that's good for your answer next for the question is. In your opinion, what are the direct benefits you have experiences after using by Canva AI (Magic Write Feature) in writing paragraphs in English?
13.54
The direct benefits I get are:
- It helps me generate good ideas and proper vocabulary quickly.
- It teaches me correct sentence structures and better ways to arrange my thoughts.
- It makes writing faster and less stressful, while improving the quality of my English paragraphs.
13.57
Oh yeah that's good for the answer, next for the question is. When you used the Canva AI technology (Magic Write Feature), did you encounter any obstacles or challenges? If yes, can you explain the challenges or obstacles that were occurring at that time and how you overcame them?
13.59
Yes, sometimes the results were too general or not exactly matching my own ideas. To overcome this, I learned to give clearer instructions and keywords when using Magic Write. I also carefully checked and edited the output, changing words and sentences to fit my own thoughts and make sure it was grammatically correct. This helped me use the tool more effectively later on.
14.08

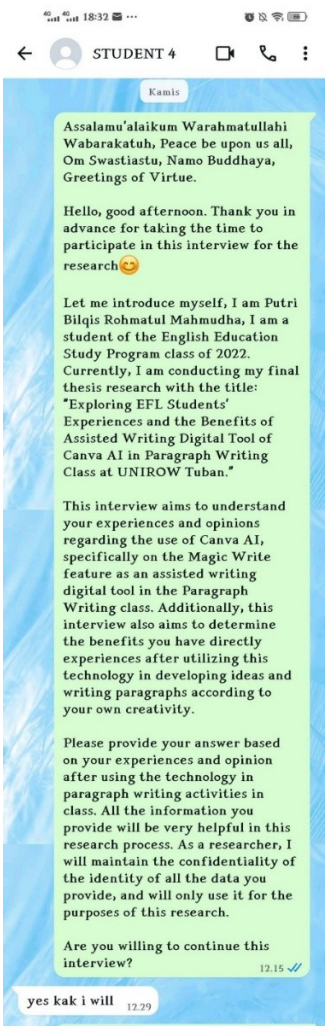

18:03
STUDENT 2
Oh, okay that's good for your answer. The last for questions is. After using technology on Canva AI (Magic Write Feature) as an aid to develop ideas in paragraph writing, how confident are you that the paragraph writing you produced aligns with the idea you want to convey, on a scale of 1-10 and mention just one reason why?
14.09
I would rate my confidence 8 out of 10.
Reason: I carefully check, edit, and adjust the results from Canva AI to match my own ideas, so the final paragraph clearly conveys what I want to say while still using helpful guidance from the tool. Eventhough i have to be more focus to generate.
14.16
Okay that's good, thank you very much for taking the time to complete this interview. The answers from the experiences you shared were very helpful for me in gathering data for this thesis research.
Thank you very much for your participation and cooperation throughout the research process until the end 🙏😊🥰🥰
14.17
You are very welcome! I am glad my answers could help with your research. Thank you too for guiding me through this process. All the best with your thesis! 🙏
14.20

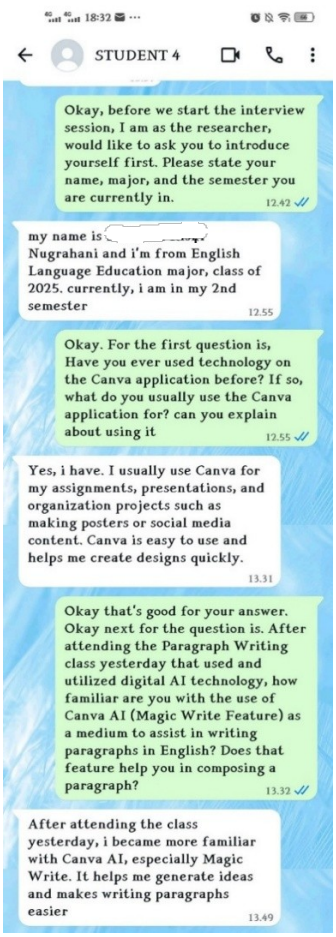

STUDENT 3
Kamis
Assalamu'alaikum Warahmatullahi Wabarakatuh, Peace be upon us all, Om Swastiastu, Namo Buddhaya, Greetings of Virtue.
Hello, good afternoon. Thank you in advance for taking the time to participate in this interview for the research
Let me introduce myself, I am Putri Bilqis Rohmatul Mahmudha, I am a student of the English Education Study Program class of 2022. Currently, I am conducting my final thesis research with the title: "Exploring EFL Students' Experiences and the Benefits of Assisted Writing Digital Tool of Canva AI in Paragraph Writing Class at UNIROW Tuban."
This interview aims to understand your experiences and opinions regarding the use of Canva AI, specifically on the Magic Write feature as an assisted writing digital tool in the Paragraph Writing class. Additionally, this interview also aims to determine the benefits you have directly experiences after utilizing this technology in developing ideas and writing paragraphs according to your own creativity.
Please provide your answer based on your experiences and opinion after using the technology in paragraph writing activities in class. All the information you provide will be very helpful in this research process. As a researcher, I will maintain the confidentiality of the identity of all the data you provide, and will only use it for the purposes of this research.
Are you willing to continue this interview? 12.20
yes kak i will 12.30

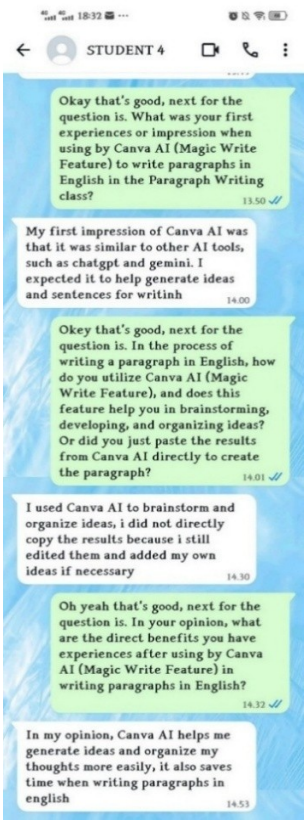

STUDENT 3
Okay, before we start the interview session, I am as the researcher, would like to ask you to introduce yourself first. Please state your name, major, and the semester you are currently in. 12.41
my name is [redacted] and i'm study at major English language education (2025), now i'm at semester 2. 12.51
Okay. For the first question is, Have you ever used technology on the Canva application before? If so, what do you usually use the Canva application for? Explain 12.52
Usually I use Canva for editing some poster or some picture what I want to post on my social media 13.44
Okay that's good for your answer, okay next for the question is. After attending the Paragraph Writing class yesterday that used and utilized digital AI technology, how familiar are you with the use of Canva AI (Magic Write Feature) as a medium to assist in writing paragraphs in English? Does that feature help you in composing a paragraph? 13.45
Canva ai magic write feature really helps me when I want to make some poster or anything that uses paragraphs and give me more ideas 13.47

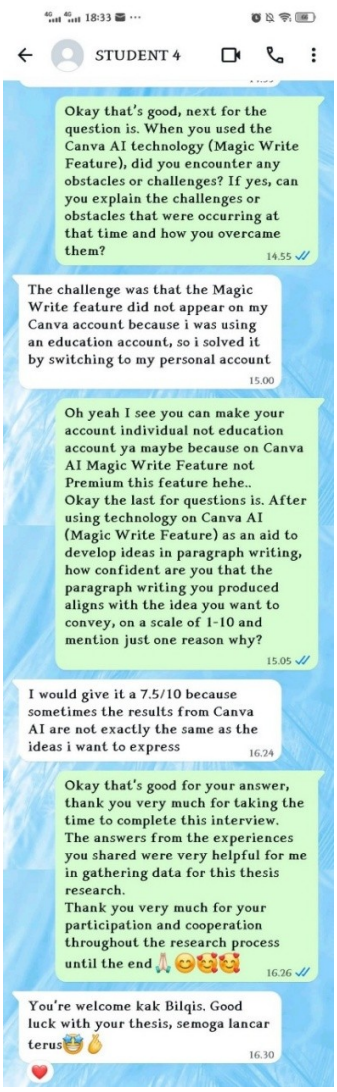

STUDENT 3
13.47
Okay that's good, next for the question is. What was your first experiences or impression when using by Canva AI (Magic Write Feature) to write paragraphs in English in the Paragraph Writing class? 13.48
my first impression when using Canva ai is good because when i use that technology it really helps me to give me more knowledge and more insight like when i use gpt or Gemini but this makes it easier because it's directly on Canva 13.51
Oh yeah that's good for your answer, next for the question is. In the process of writing a paragraph in English, how do you utilize Canva AI (Magic Write Feature), and does this feature help you in brainstorming, developing, and organizing ideas? Or did you just paste the results from Canva AI directly to create the paragraph? Diedit 13.56
yes, for using Canva ai actually I use it to add ideas to the paragraphs I create and for use in paragraphs, I took several articles that I had searched through Canva AI, then I took the sentences I needed and developed them myself 14.13
Oh yeah that's good, next for the question is. In your opinion, what are the direct benefits you have experiences after using by Canva AI (Magic Write Feature) in writing paragraphs in English? 14.15

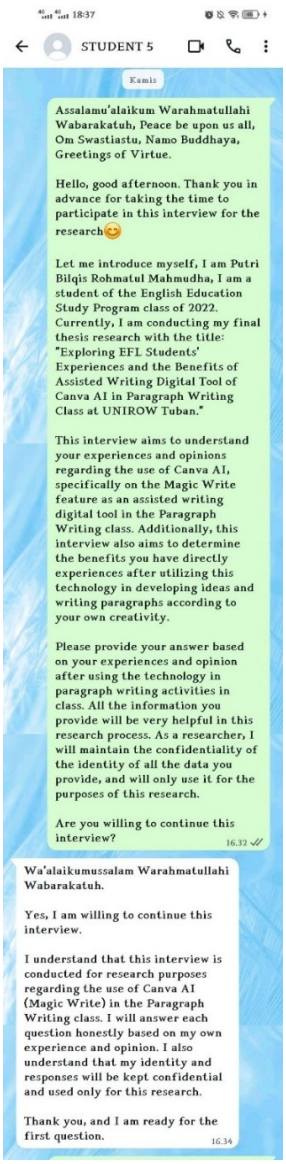

STUDENT 3
Anda
Oh yeah that's good, next for the question is. In your opinion, what are the direct benefits you have experienc...
There are many benefits, you can give ideas, make it easier to do a task
14.30
Okay that's good, next for the question is. When you used the Canva AI technology (Magic Write Feature), did you encounter any obstacles or challenges? If yes, can you explain the challenges or obstacles that were occurring at that time and how you overcame them?
14.33
When I use Canva AI, my obstacle is just in the network, because when the network is bad, it affects editing. and I overcame it just checking my network again, and changing to wifi is still problematic
14.39
Oh yeah that's good. Last for questions is. After using technology on Canva AI (Magic Write Feature) as an aid to develop ideas in paragraph writing, how confident are you that the paragraph writing you produced aligns with the idea you want to convey, on a scale of 1-10 and mention just one reason why?
14.40
9, because honestly I am satisfied with Canva ai's help, it's just that maybe he gives too long a context
14.42
Okay that's good, thank you very much for taking the time to complete this interview. The answers from the experiences you shared were very helpful for me in gathering data for this thesis research.
Thank you very much for your participation and cooperation throughout the research process until the end
14.43

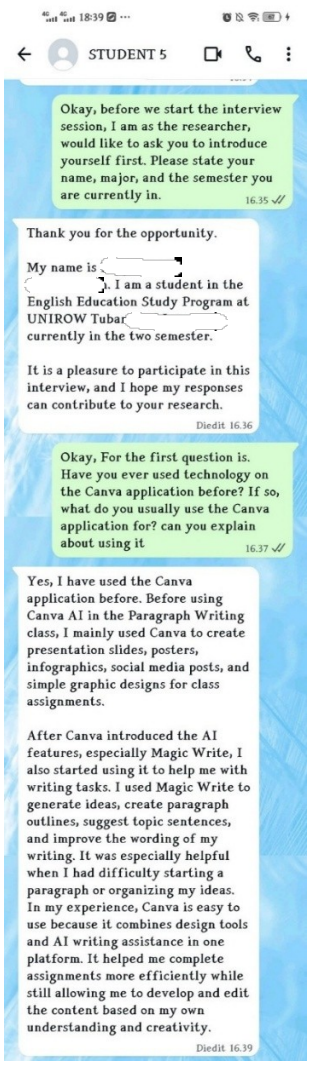

STUDENT 4
Kamis
Assalamu'alaikum Warahmatullahi Wabarakatuh, Peace be upon us all, Om Swastiastu, Namo Buddhaya, Greetings of Virtue.
Hello, good afternoon. Thank you in advance for taking the time to participate in this interview for the research
Let me introduce myself, I am Putri Bilqis Rohmatul Mahmudha, I am a student of the English Education Study Program class of 2022. Currently, I am conducting my final thesis research with the title: "Exploring EFL Students' Experiences and the Benefits of Assisted Writing Digital Tool of Canva AI in Paragraph Writing Class at UNIROW Tuban."
This interview aims to understand your experiences and opinions regarding the use of Canva AI, specifically on the Magic Write feature as an assisted writing digital tool in the Paragraph Writing class. Additionally, this interview also aims to determine the benefits you have directly experiences after utilizing this technology in developing ideas and writing paragraphs according to your own creativity.
Please provide your answer based on your experiences and opinion after using the technology in paragraph writing activities in class. All the information you provide will be very helpful in this research process. As a researcher, I will maintain the confidentiality of the identity of all the data you provide, and will only use it for the purposes of this research.
Are you willing to continue this interview?
12.15
yes kak i will
12.29

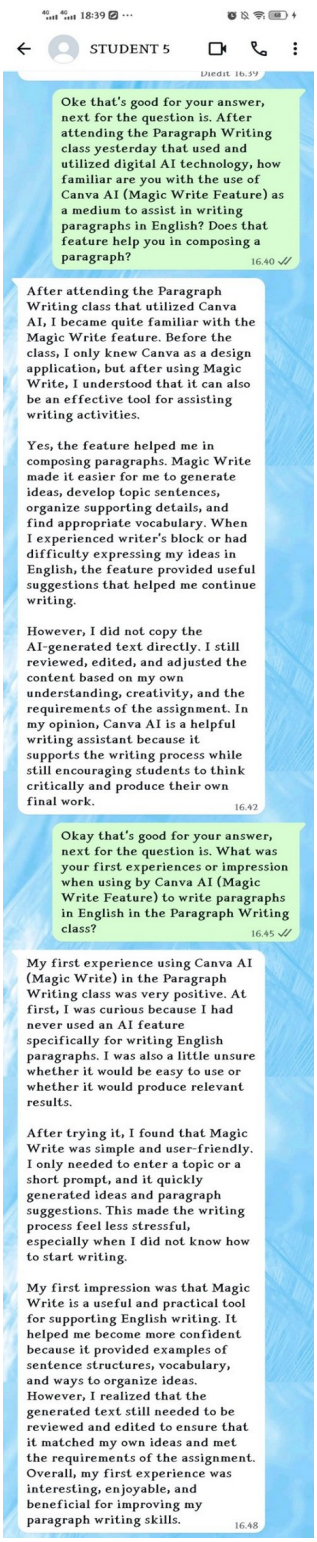

STUDENT 4
Okay, before we start the interview session, I am as the researcher, would like to ask you to introduce yourself first. Please state your name, major, and the semester you are currently in.
12.42
my name is [redacted] Nugrahani and i'm from English Language Education major, class of 2025. currently, i am in my 2nd semester
12.55
Okay. For the first question is, Have you ever used technology on the Canva application before? If so, what do you usually use the Canva application for? can you explain about using it
12.55
Yes, i have. I usually use Canva for my assignments, presentations, and organization projects such as making posters or social media content. Canva is easy to use and helps me create designs quickly.
13.31
Okay that's good for your answer. Okay next for the question is. After attending the Paragraph Writing class yesterday that used and utilized digital AI technology, how familiar are you with the use of Canva AI (Magic Write Feature) as a medium to assist in writing paragraphs in English? Does that feature help you in composing a paragraph?
13.32
After attending the class yesterday, i became more familiar with Canva AI, especially Magic Write. It helps me generate ideas and makes writing paragraphs easier
13.49

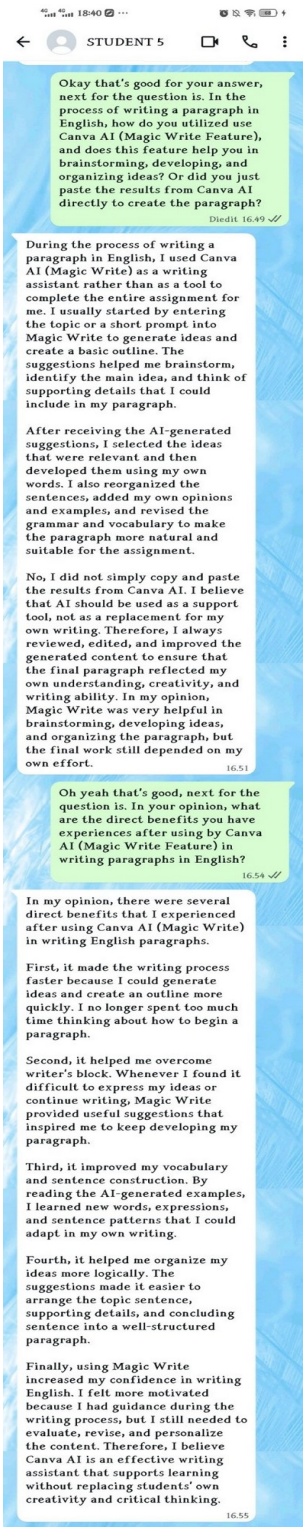

STUDENT 4
Okay that's good, next for the question is. What was your first experiences or impression when using by Canva AI (Magic Write Feature) to write paragraphs in English in the Paragraph Writing class?
13.50
My first impression of Canva AI was that it was similar to other AI tools, such as chatgpt and gemini. I expected it to help generate ideas and sentences for writinh
14.00
Okay that's good, next for the question is. In the process of writing a paragraph in English, how do you utilize Canva AI (Magic Write Feature), and does this feature help you in brainstorming, developing, and organizing ideas? Or did you just paste the results from Canva AI directly to create the paragraph?
14.01
I used Canva AI to brainstorm and organize ideas, i did not directly copy the results because i still edited them and added my own ideas if necessary
14.30
Oh yeah that's good, next for the question is. In your opinion, what are the direct benefits you have experiences after using by Canva AI (Magic Write Feature) in writing paragraphs in English?
14.32
In my opinion, Canva AI helps me generate ideas and organize my thoughts more easily, it also saves time when writing paragraphs in english
14.53

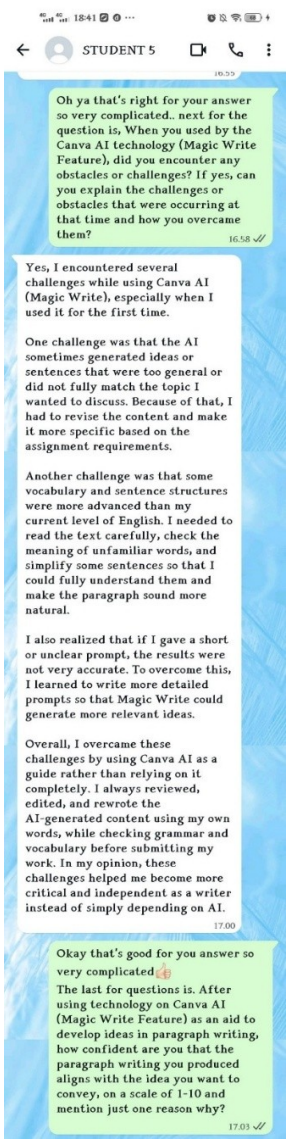

STUDENT 4
Okay that's good, next for the question is. When you used the Canva AI technology (Magic Write Feature), did you encounter any obstacles or challenges? If yes, can you explain the challenges or obstacles that were occurring at that time and how you overcame them?
14.55
The challenge was that the Magic Write feature did not appear on my Canva account because i was using an education account, so i solved it by switching to my personal account
15.00
Oh yeah I see you can make your account individual not education account ya maybe because on Canva AI Magic Write Feature not Premium this feature hehe..
Okay the last for questions is. After using technology on Canva AI (Magic Write Feature) as an aid to develop ideas in paragraph writing, how confident are you that the paragraph writing you produced aligns with the idea you want to convey, on a scale of 1-10 and mention just one reason why?
15.05
I would give it a 7.5/10 because sometimes the results from Canva AI are not exactly the same as the ideas i want to express
16.24
Okay that's good for your answer, thank you very much for taking the time to complete this interview.
The answers from the experiences you shared were very helpful for me in gathering data for this thesis research.
Thank you very much for your participation and cooperation throughout the research process until the end
16.26
You're welcome kak Bilqis. Good luck with your thesis, semoga lancar terus
16.30

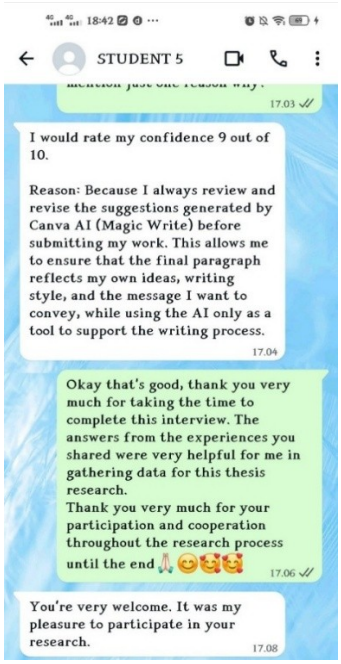

STUDENT 5
Kamis
Assalamu'alaikum Warahmatullahi Wabarakatuh, Peace be upon us all, Om Swastiastu, Namo Buddhaya, Greetings of Virtue.
Hello, good afternoon. Thank you in advance for taking the time to participate in this interview for the research
Let me introduce myself, I am Putri Bilqis Rohmatul Mahmudha, I am a student of the English Education Study Program class of 2022. Currently, I am conducting my final thesis research with the title: "Exploring EFL Students' Experiences and the Benefits of Assisted Writing Digital Tool of Canva AI in Paragraph Writing Class at UNIROW Tuban."
This interview aims to understand your experiences and opinions regarding the use of Canva AI, specifically on the Magic Write feature as an assisted writing digital tool in the Paragraph Writing class. Additionally, this interview also aims to determine the benefits you have directly experiences after utilizing this technology in developing ideas and writing paragraphs according to your own creativity.
Please provide your answer based on your experiences and opinion after using the technology in paragraph writing activities in class. All the information you provide will be very helpful in this research process. As a researcher, I will maintain the confidentiality of the identity of all the data you provide, and will only use it for the purposes of this research.
Are you willing to continue this interview?
16.32
Wa'alaikumussalam Warahmatullahi Wabarakatuh.
Yes, I am willing to continue this interview.
I understand that this interview is conducted for research purposes regarding the use of Canva AI (Magic Write) in the Paragraph Writing class. I will answer each question honestly based on my own experience and opinion. I also understand that my identity and responses will be kept confidential and used only for this research.
Thank you, and I am ready for the first question.
16.34

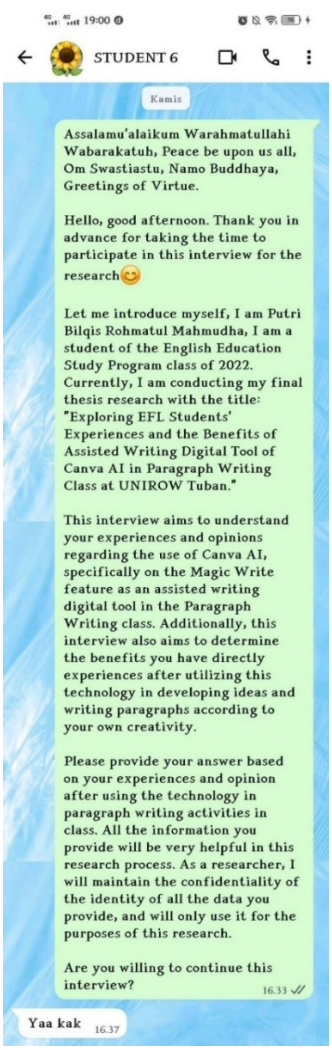

STUDENT 5
Okay, before we start the interview session, I am as the researcher, would like to ask you to introduce yourself first. Please state your name, major, and the semester you are currently in.
16.35
Thank you for the opportunity.
My name is [redacted]. I am a student in the English Education Study Program at UNIROW Tubar[redacted] currently in the two semester.
It is a pleasure to participate in this interview, and I hope my responses can contribute to your research.
Diedit 16.36
Okay, For the first question is. Have you ever used technology on the Canva application before? If so, what do you usually use the Canva application for? can you explain about using it
16.37
Yes, I have used the Canva application before. Before using Canva AI in the Paragraph Writing class, I mainly used Canva to create presentation slides, posters, infographics, social media posts, and simple graphic designs for class assignments.
After Canva introduced the AI features, especially Magic Write, I also started using it to help me with writing tasks. I used Magic Write to generate ideas, create paragraph outlines, suggest topic sentences, and improve the wording of my writing. It was especially helpful when I had difficulty starting a paragraph or organizing my ideas. In my experience, Canva is easy to use because it combines design tools and AI writing assistance in one platform. It helped me complete assignments more efficiently while still allowing me to develop and edit the content based on my own understanding and creativity.
Diedit 16.39

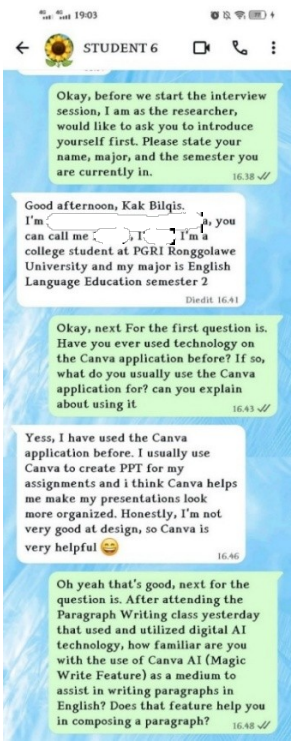

STUDENT 5
Diedit 16.39
Oke that's good for your answer, next for the question is. After attending the Paragraph Writing class yesterday that used and utilized digital AI technology, how familiar are you with the use of Canva AI (Magic Write Feature) as a medium to assist in writing paragraphs in English? Does that feature help you in composing a paragraph?
16.40
After attending the Paragraph Writing class that utilized Canva AI, I became quite familiar with the Magic Write feature. Before the class, I only knew Canva as a design application, but after using Magic Write, I understood that it can also be an effective tool for assisting writing activities.
Yes, the feature helped me in composing paragraphs. Magic Write made it easier for me to generate ideas, develop topic sentences, organize supporting details, and find appropriate vocabulary. When I experienced writer's block or had difficulty expressing my ideas in English, the feature provided useful suggestions that helped me continue writing.
However, I did not copy the AI-generated text directly. I still reviewed, edited, and adjusted the content based on my own understanding, creativity, and the requirements of the assignment. In my opinion, Canva AI is a helpful writing assistant because it supports the writing process while still encouraging students to think critically and produce their own final work.
16.42
Okay that's good for your answer, next for the question is. What was your first experiences or impression when using by Canva AI (Magic Write Feature) to write paragraphs in English in the Paragraph Writing class?
16.45
My first experience using Canva AI (Magic Write) in the Paragraph Writing class was very positive. At first, I was curious because I had never used an AI feature specifically for writing English paragraphs. I was also a little unsure whether it would be easy to use or whether it would produce relevant results.
After trying it, I found that Magic Write was simple and user-friendly. I only needed to enter a topic or a short prompt, and it quickly generated ideas and paragraph suggestions. This made the writing process feel less stressful, especially when I did not know how to start writing.
My first impression was that Magic Write is a useful and practical tool for supporting English writing. It helped me become more confident because it provided examples of sentence structures, vocabulary, and ways to organize ideas. However, I realized that the generated text still needed to be reviewed and edited to ensure that it matched my own ideas and met the requirements of the assignment. Overall, my first experience was interesting, enjoyable, and beneficial for improving my paragraph writing skills.
16.48

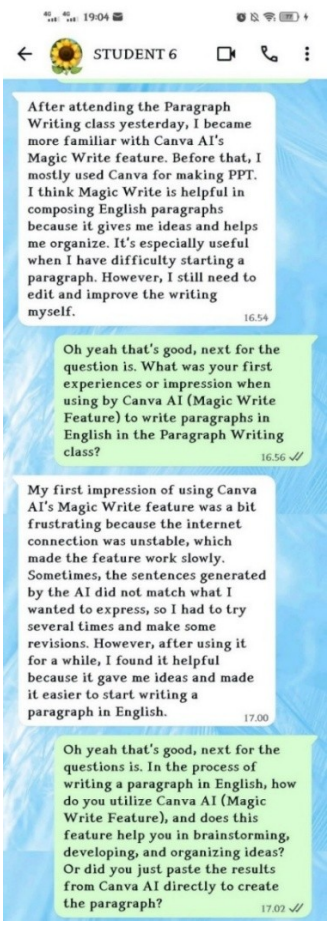

STUDENT 5
Okay that's good for your answer, next for the question is. In the process of writing a paragraph in English, how do you utilized use Canva AI (Magic Write Feature), and does this feature help you in brainstorming, developing, and organizing ideas? Or did you just paste the results from Canva AI directly to create the paragraph?
Diedit 16.49
During the process of writing a paragraph in English, I used Canva AI (Magic Write) as a writing assistant rather than as a tool to complete the entire assignment for me. I usually started by entering the topic or a short prompt into Magic Write to generate ideas and create a basic outline. The suggestions helped me brainstorm, identify the main idea, and think of supporting details that I could include in my paragraph.
After receiving the AI-generated suggestions, I selected the ideas that were relevant and then developed them using my own words. I also reorganized the sentences, added my own opinions and examples, and revised the grammar and vocabulary to make the paragraph more natural and suitable for the assignment.
No, I did not simply copy and paste the results from Canva AI. I believe that AI should be used as a support tool, not as a replacement for my own writing. Therefore, I always reviewed, edited, and improved the generated content to ensure that the final paragraph reflected my own understanding, creativity, and writing ability. In my opinion, Magic Write was very helpful in brainstorming, developing ideas, and organizing the paragraph, but the final work still depended on my own effort.
16.51
Oh yeah that's good, next for the question is. In your opinion, what are the direct benefits you have experiences after using by Canva AI (Magic Write Feature) in writing paragraphs in English?
16.54
In my opinion, there were several direct benefits that I experienced after using Canva AI (Magic Write) in writing English paragraphs.
First, it made the writing process faster because I could generate ideas and create an outline more quickly. I no longer spent too much time thinking about how to begin a paragraph.
Second, it helped me overcome writer's block. Whenever I found it difficult to express my ideas or continue writing, Magic Write provided useful suggestions that inspired me to keep developing my paragraph.
Third, it improved my vocabulary and sentence construction. By reading the AI-generated examples, I learned new words, expressions, and sentence patterns that I could adapt in my own writing.
Fourth, it helped me organize my ideas more logically. The suggestions made it easier to arrange the topic sentence, supporting details, and concluding sentence into a well-structured paragraph.
Finally, using Magic Write increased my confidence in writing English. I felt more motivated because I had guidance during the writing process, but I still needed to evaluate, revise, and personalize the content. Therefore, I believe Canva AI is an effective writing assistant that supports learning without replacing students' own creativity and critical thinking.
16.55

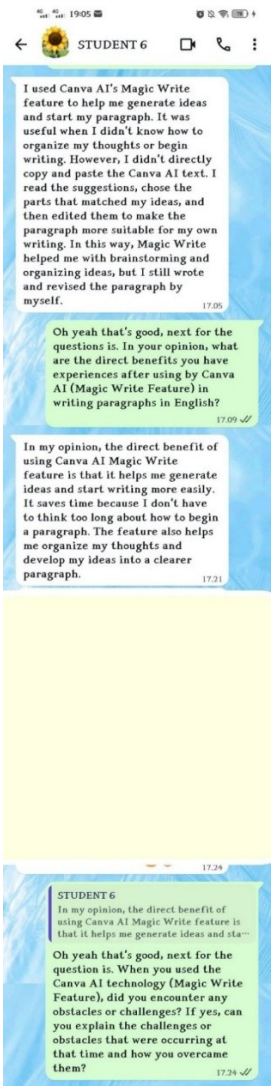

STUDENT 5
Oh ya that's right for your answer so very complicated.. next for the question is, When you used by the Canva AI technology (Magic Write Feature), did you encounter any obstacles or challenges? If yes, can you explain the challenges or obstacles that were occurring at that time and how you overcame them?
16.58
Yes, I encountered several challenges while using Canva AI (Magic Write), especially when I used it for the first time.
One challenge was that the AI sometimes generated ideas or sentences that were too general or did not fully match the topic I wanted to discuss. Because of that, I had to revise the content and make it more specific based on the assignment requirements.
Another challenge was that some vocabulary and sentence structures were more advanced than my current level of English. I needed to read the text carefully, check the meaning of unfamiliar words, and simplify some sentences so that I could fully understand them and make the paragraph sound more natural.
I also realized that if I gave a short or unclear prompt, the results were not very accurate. To overcome this, I learned to write more detailed prompts so that Magic Write could generate more relevant ideas.
Overall, I overcame these challenges by using Canva AI as a guide rather than relying on it completely. I always reviewed, edited, and rewrote the AI-generated content using my own words, while checking grammar and vocabulary before submitting my work. In my opinion, these challenges helped me become more critical and independent as a writer instead of simply depending on AI.
17.00
Okay that's good for you answer so very complicated
The last for questions is. After using technology on Canva AI (Magic Write Feature) as an aid to develop ideas in paragraph writing, how confident are you that the paragraph writing you produced aligns with the idea you want to convey, on a scale of 1-10 and mention just one reason why?
17.03

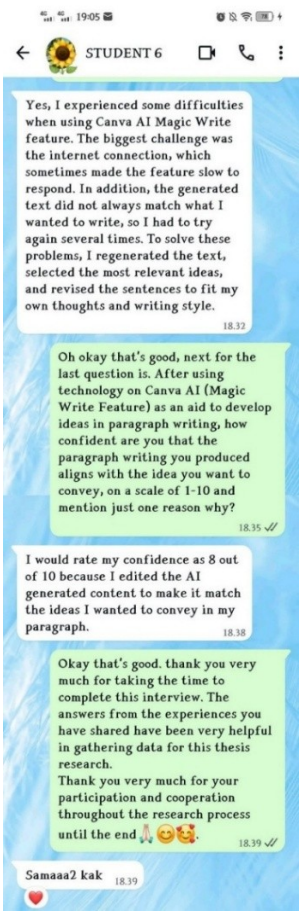

STUDENT 5
17.03
I would rate my confidence 9 out of 10.
Reason: Because I always review and revise the suggestions generated by Canva AI (Magic Write) before submitting my work. This allows me to ensure that the final paragraph reflects my own ideas, writing style, and the message I want to convey, while using the AI only as a tool to support the writing process.
17.04
Okay that's good, thank you very much for taking the time to complete this interview. The answers from the experiences you shared were very helpful for me in gathering data for this thesis research.
Thank you very much for your participation and cooperation throughout the research process until the end
17.06
You're very welcome. It was my pleasure to participate in your research.
17.08

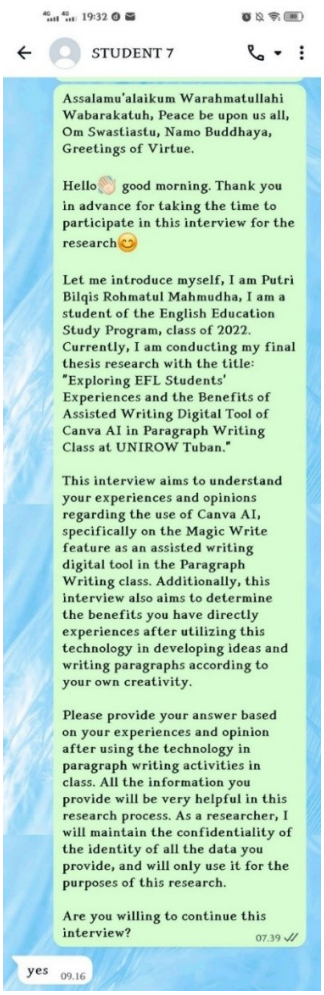

STUDENT 6
Kamis
Assalamu'alaikum Warahmatullahi Wabarakatuh, Peace be upon us all, Om Swastiastu, Namo Buddhaya, Greetings of Virtue.
Hello, good afternoon. Thank you in advance for taking the time to participate in this interview for the research
Let me introduce myself, I am Putri Bilqis Rohmatul Mahmudha, I am a student of the English Education Study Program class of 2022. Currently, I am conducting my final thesis research with the title: "Exploring EFL Students' Experiences and the Benefits of Assisted Writing Digital Tool of Canva AI in Paragraph Writing Class at UNIROW Tuban."
This interview aims to understand your experiences and opinions regarding the use of Canva AI, specifically on the Magic Write feature as an assisted writing digital tool in the Paragraph Writing class. Additionally, this interview also aims to determine the benefits you have directly experiences after utilizing this technology in developing ideas and writing paragraphs according to your own creativity.
Please provide your answer based on your experiences and opinion after using the technology in paragraph writing activities in class. All the information you provide will be very helpful in this research process. As a researcher, I will maintain the confidentiality of the identity of all the data you provide, and will only use it for the purposes of this research.
Are you willing to continue this interview?
16.33
Yaa kak
16.37

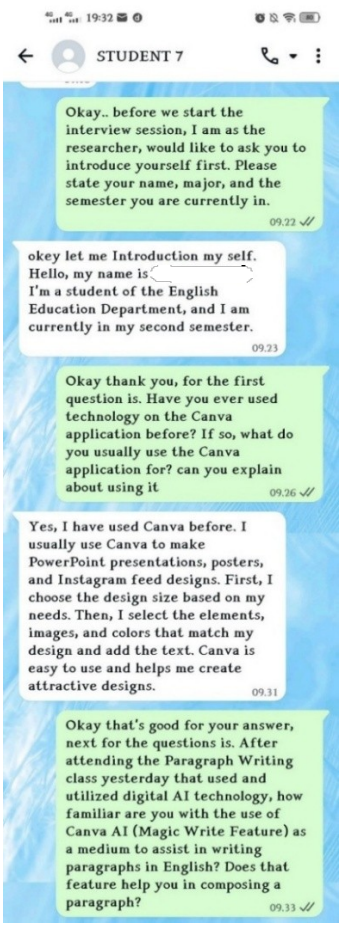

19:03
STUDENT 6
Okay, before we start the interview session, I am as the researcher, would like to ask you to introduce yourself first. Please state your name, major, and the semester you are currently in. 16.38
Good afternoon, Kak Bilqis. I'm [redacted], you can call me [redacted]. I'm a college student at PGRI Ronggolawe University and my major is English Language Education semester 2 Diedit 16.41
Okay, next For the first question is. Have you ever used technology on the Canva application before? If so, what do you usually use the Canva application for? can you explain about using it 16.43
Yess, I have used the Canva application before. I usually use Canva to create PPT for my assignments and i think Canva helps me make my presentations look more organized. Honestly, I'm not very good at design, so Canva is very helpful 16.46
Oh yeah that's good, next for the question is. After attending the Paragraph Writing class yesterday that used and utilized digital AI technology, how familiar are you with the use of Canva AI (Magic Write Feature) as a medium to assist in writing paragraphs in English? Does that feature help you in composing a paragraph? 16.48

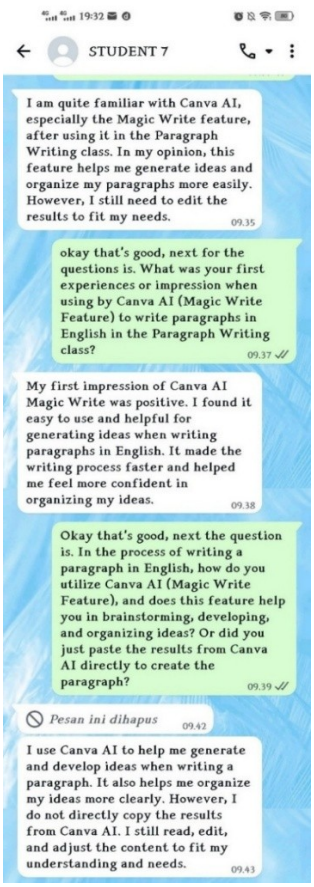

19:04
STUDENT 6
After attending the Paragraph Writing class yesterday, I became more familiar with Canva AI's Magic Write feature. Before that, I mostly used Canva for making PPT. I think Magic Write is helpful in composing English paragraphs because it gives me ideas and helps me organize. It's especially useful when I have difficulty starting a paragraph. However, I still need to edit and improve the writing myself. 16.54
Oh yeah that's good, next for the question is. What was your first experiences or impression when using by Canva AI (Magic Write Feature) to write paragraphs in English in the Paragraph Writing class? 16.56
My first impression of using Canva AI's Magic Write feature was a bit frustrating because the internet connection was unstable, which made the feature work slowly. Sometimes, the sentences generated by the AI did not match what I wanted to express, so I had to try several times and make some revisions. However, after using it for a while, I found it helpful because it gave me ideas and made it easier to start writing a paragraph in English. 17.00
Oh yeah that's good, next for the questions is. In the process of writing a paragraph in English, how do you utilize Canva AI (Magic Write Feature), and does this feature help you in brainstorming, developing, and organizing ideas? Or did you just paste the results from Canva AI directly to create the paragraph? 17.02

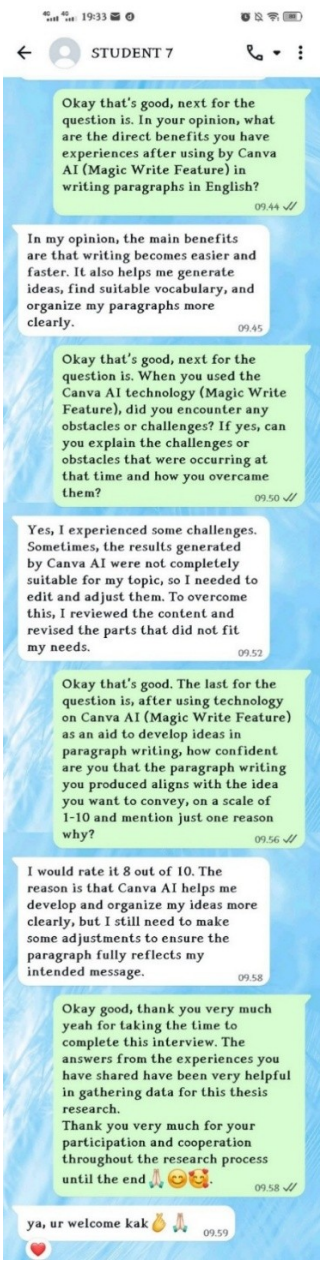

19:05
STUDENT 6
I used Canva AI's Magic Write feature to help me generate ideas and start my paragraph. It was useful when I didn't know how to organize my thoughts or begin writing. However, I didn't directly copy and paste the Canva AI text. I read the suggestions, chose the parts that matched my ideas, and then edited them to make the paragraph more suitable for my own writing. In this way, Magic Write helped me with brainstorming and organizing ideas, but I still wrote and revised the paragraph by myself. 17.05
Oh yeah that's good, next for the questions is. In your opinion, what are the direct benefits you have experiences after using by Canva AI (Magic Write Feature) in writing paragraphs in English? 17.09
In my opinion, the direct benefit of using Canva AI Magic Write feature is that it helps me generate ideas and start writing more easily. It saves time because I don't have to think too long about how to begin a paragraph. The feature also helps me organize my thoughts and develop my ideas into a clearer paragraph. 17.21
17.24
STUDENT 6
In my opinion, the direct benefit of using Canva AI Magic Write feature is that it helps me generate ideas and sta···
Oh yeah that's good, next for the question is. When you used the Canva AI technology (Magic Write Feature), did you encounter any obstacles or challenges? If yes, can you explain the challenges or obstacles that were occurring at that time and how you overcame them? 17.24

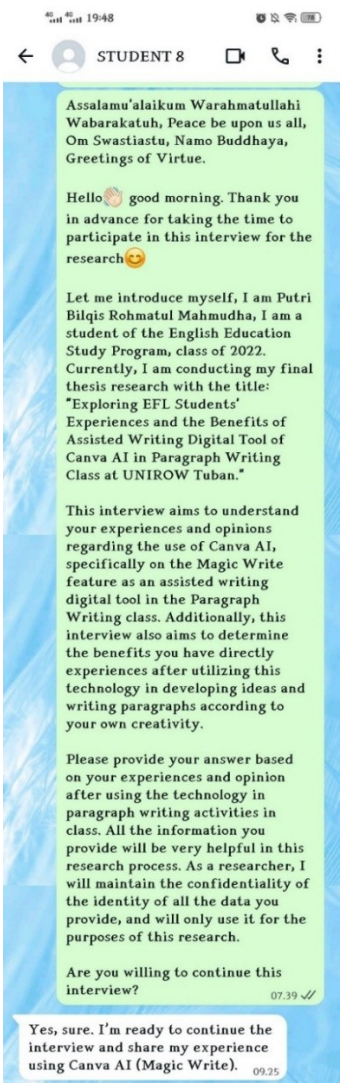

STUDENT 6
Yes, I experienced some difficulties when using Canva AI Magic Write feature. The biggest challenge was the internet connection, which sometimes made the feature slow to respond. In addition, the generated text did not always match what I wanted to write, so I had to try again several times. To solve these problems, I regenerated the text, selected the most relevant ideas, and revised the sentences to fit my own thoughts and writing style. 18.32
Oh okay that's good, next for the last question is. After using technology on Canva AI (Magic Write Feature) as an aid to develop ideas in paragraph writing, how confident are you that the paragraph writing you produced aligns with the idea you want to convey, on a scale of 1-10 and mention just one reason why? 18.35
I would rate my confidence as 8 out of 10 because I edited the AI generated content to make it match the ideas I wanted to convey in my paragraph. 18.38
Okay that's good. thank you very much for taking the time to complete this interview. The answers from the experiences you have shared have been very helpful in gathering data for this thesis research.
Thank you very much for your participation and cooperation throughout the research process until the end 🙏😊🥰. 18.39
Samaaa2 kak 18.39

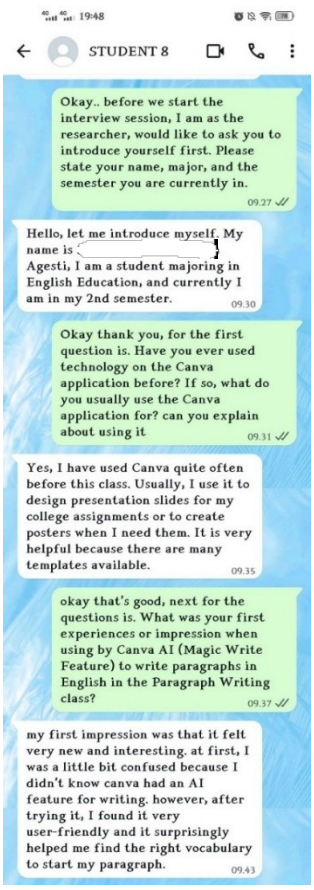

STUDENT 7
Assalamu'alaikum Warahmatullahi Wabarakatuh, Peace be upon us all, Om Swastiastu, Namo Buddhaya, Greetings of Virtue.
Hello👋 good morning. Thank you in advance for taking the time to participate in this interview for the research😊
Let me introduce myself, I am Putri Bilqis Rohmatul Mahmudha, I am a student of the English Education Study Program, class of 2022. Currently, I am conducting my final thesis research with the title: "Exploring EFL Students' Experiences and the Benefits of Assisted Writing Digital Tool of Canva AI in Paragraph Writing Class at UNIROW Tuban."
This interview aims to understand your experiences and opinions regarding the use of Canva AI, specifically on the Magic Write feature as an assisted writing digital tool in the Paragraph Writing class. Additionally, this interview also aims to determine the benefits you have directly experiences after utilizing this technology in developing ideas and writing paragraphs according to your own creativity.
Please provide your answer based on your experiences and opinion after using the technology in paragraph writing activities in class. All the information you provide will be very helpful in this research process. As a researcher, I will maintain the confidentiality of the identity of all the data you provide, and will only use it for the purposes of this research.
Are you willing to continue this interview? 07.39
yes 09.16

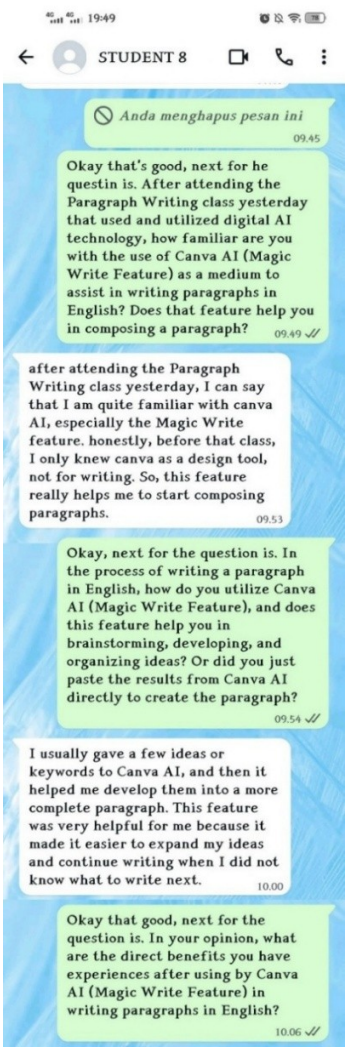

STUDENT 7
Okay.. before we start the interview session, I am as the researcher, would like to ask you to introduce yourself first. Please state your name, major, and the semester you are currently in. 09.22
okey let me Introduction my self. Hello, my name is [redacted] I'm a student of the English Education Department, and I am currently in my second semester. 09.23
Okay thank you, for the first question is. Have you ever used technology on the Canva application before? If so, what do you usually use the Canva application for? can you explain about using it 09.26
Yes, I have used Canva before. I usually use Canva to make PowerPoint presentations, posters, and Instagram feed designs. First, I choose the design size based on my needs. Then, I select the elements, images, and colors that match my design and add the text. Canva is easy to use and helps me create attractive designs. 09.31
Okay that's good for your answer, next for the questions is. After attending the Paragraph Writing class yesterday that used and utilized digital AI technology, how familiar are you with the use of Canva AI (Magic Write Feature) as a medium to assist in writing paragraphs in English? Does that feature help you in composing a paragraph? 09.33

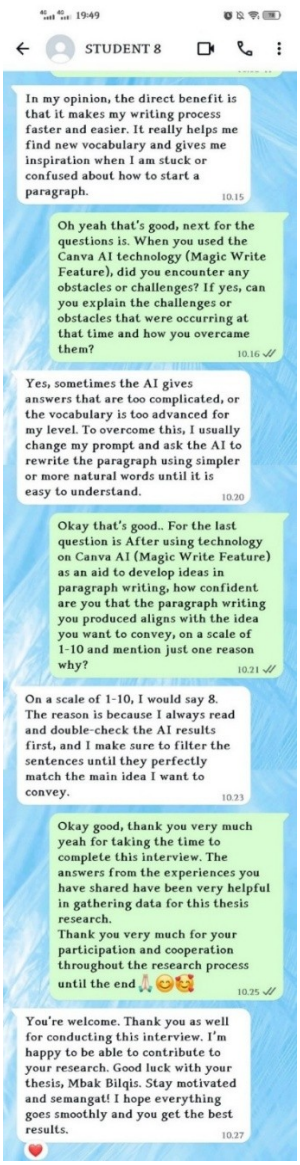

STUDENT 7
I am quite familiar with Canva AI, especially the Magic Write feature, after using it in the Paragraph Writing class. In my opinion, this feature helps me generate ideas and organize my paragraphs more easily. However, I still need to edit the results to fit my needs. 09.35
okay that's good, next for the questions is. What was your first experiences or impression when using by Canva AI (Magic Write Feature) to write paragraphs in English in the Paragraph Writing class? 09.37
My first impression of Canva AI Magic Write was positive. I found it easy to use and helpful for generating ideas when writing paragraphs in English. It made the writing process faster and helped me feel more confident in organizing my ideas. 09.38
Okay that's good, next the question is. In the process of writing a paragraph in English, how do you utilize Canva AI (Magic Write Feature), and does this feature help you in brainstorming, developing, and organizing ideas? Or did you just paste the results from Canva AI directly to create the paragraph? 09.39
Pesan ini dihapus 09.42
I use Canva AI to help me generate and develop ideas when writing a paragraph. It also helps me organize my ideas more clearly. However, I do not directly copy the results from Canva AI. I still read, edit, and adjust the content to fit my understanding and needs. 09.43

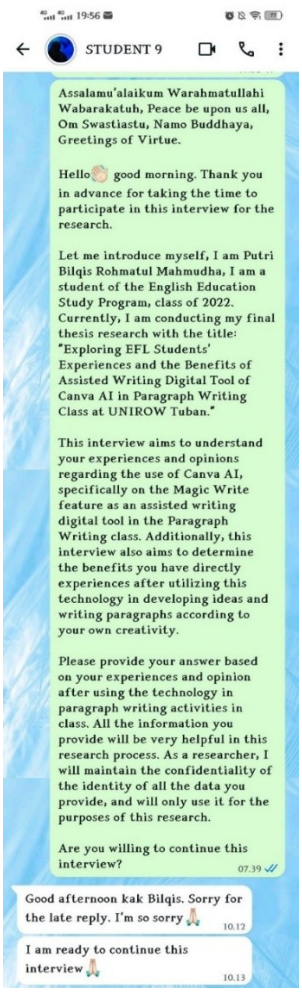

STUDENT 7
Okay that's good, next for the question is. In your opinion, what are the direct benefits you have experiences after using by Canva AI (Magic Write Feature) in writing paragraphs in English? 09.44
In my opinion, the main benefits are that writing becomes easier and faster. It also helps me generate ideas, find suitable vocabulary, and organize my paragraphs more clearly. 09.45
Okay that's good, next for the question is. When you used the Canva AI technology (Magic Write Feature), did you encounter any obstacles or challenges? If yes, can you explain the challenges or obstacles that were occurring at that time and how you overcame them? 09.50
Yes, I experienced some challenges. Sometimes, the results generated by Canva AI were not completely suitable for my topic, so I needed to edit and adjust them. To overcome this, I reviewed the content and revised the parts that did not fit my needs. 09.52
Okay that's good. The last for the question is, after using technology on Canva AI (Magic Write Feature) as an aid to develop ideas in paragraph writing, how confident are you that the paragraph writing you produced aligns with the idea you want to convey, on a scale of 1-10 and mention just one reason why? 09.56
I would rate it 8 out of 10. The reason is that Canva AI helps me develop and organize my ideas more clearly, but I still need to make some adjustments to ensure the paragraph fully reflects my intended message. 09.58
Okay good, thank you very much yeah for taking the time to complete this interview. The answers from the experiences you have shared have been very helpful in gathering data for this thesis research.
Thank you very much for your participation and cooperation throughout the research process until the end 🙏😊🥰 09.58
ya, ur welcome kak 👌🙏 09.59
❤️

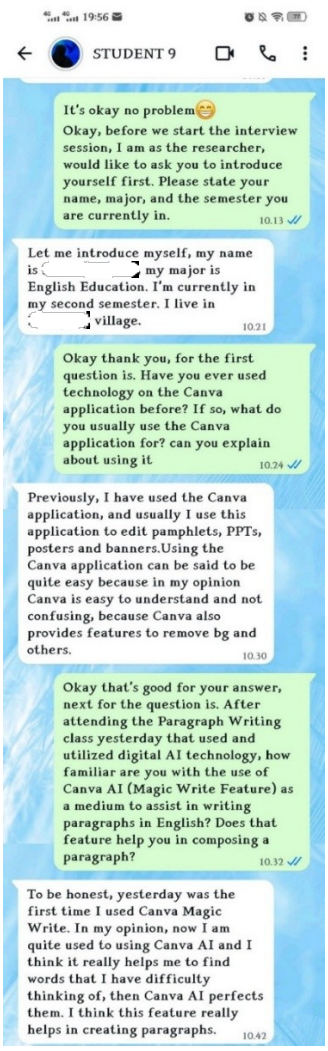

STUDENT 8
Assalamu'alaikum Warahmatullahi Wabarakatuh, Peace be upon us all, Om Swastiastu, Namo Buddhaya, Greetings of Virtue.
Hello👋🏻 good morning. Thank you in advance for taking the time to participate in this interview for the research😊
Let me introduce myself, I am Putri Bilqis Rohmatul Mahmudha, I am a student of the English Education Study Program, class of 2022. Currently, I am conducting my final thesis research with the title: "Exploring EFL Students' Experiences and the Benefits of Assisted Writing Digital Tool of Canva AI in Paragraph Writing Class at UNIROW Tuban."
This interview aims to understand your experiences and opinions regarding the use of Canva AI, specifically on the Magic Write feature as an assisted writing digital tool in the Paragraph Writing class. Additionally, this interview also aims to determine the benefits you have directly experiences after utilizing this technology in developing ideas and writing paragraphs according to your own creativity.
Please provide your answer based on your experiences and opinion after using the technology in paragraph writing activities in class. All the information you provide will be very helpful in this research process. As a researcher, I will maintain the confidentiality of the identity of all the data you provide, and will only use it for the purposes of this research.
Are you willing to continue this interview? 07.39
Yes, sure. I'm ready to continue the interview and share my experience using Canva AI (Magic Write). 09.25

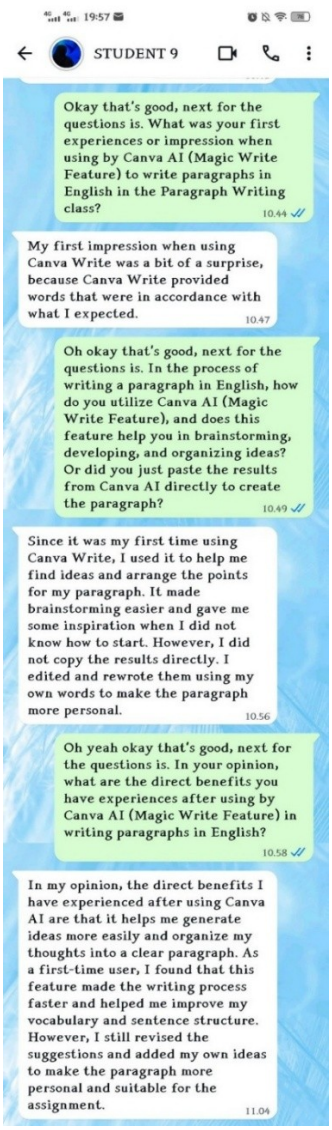

19:48
STUDENT 8
Okay.. before we start the interview session, I am as the researcher, would like to ask you to introduce yourself first. Please state your name, major, and the semester you are currently in. 09.27
Hello, let me introduce myself. My name is [redacted] Agesti, I am a student majoring in English Education, and currently I am in my 2nd semester. 09.30
Okay thank you, for the first question is. Have you ever used technology on the Canva application before? If so, what do you usually use the Canva application for? can you explain about using it 09.31
Yes, I have used Canva quite often before this class. Usually, I use it to design presentation slides for my college assignments or to create posters when I need them. It is very helpful because there are many templates available. 09.35
okay that's good, next for the questions is. What was your first experiences or impression when using by Canva AI (Magic Write Feature) to write paragraphs in English in the Paragraph Writing class? 09.37
my first impression was that it felt very new and interesting. at first, I was a little bit confused because I didn't know canva had an AI feature for writing. however, after trying it, I found it very user-friendly and it surprisingly helped me find the right vocabulary to start my paragraph. 09.43

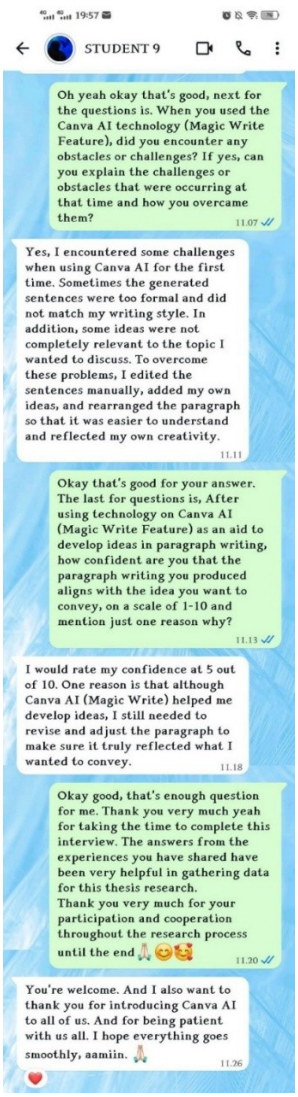

19:49
STUDENT 8
Anda menghapus pesan ini 09.45
Okay that's good, next for he questin is. After attending the Paragraph Writing class yesterday that used and utilized digital AI technology, how familiar are you with the use of Canva AI (Magic Write Feature) as a medium to assist in writing paragraphs in English? Does that feature help you in composing a paragraph? 09.49
after attending the Paragraph Writing class yesterday, I can say that I am quite familiar with canva AI, especially the Magic Write feature. honestly, before that class, I only knew canva as a design tool, not for writing. So, this feature really helps me to start composing paragraphs. 09.53
Okay, next for the question is. In the process of writing a paragraph in English, how do you utilize Canva AI (Magic Write Feature), and does this feature help you in brainstorming, developing, and organizing ideas? Or did you just paste the results from Canva AI directly to create the paragraph? 09.54
I usually gave a few ideas or keywords to Canva AI, and then it helped me develop them into a more complete paragraph. This feature was very helpful for me because it made it easier to expand my ideas and continue writing when I did not know what to write next. 10.00
Okay that good, next for the question is. In your opinion, what are the direct benefits you have experiences after using by Canva AI (Magic Write Feature) in writing paragraphs in English? 10.06

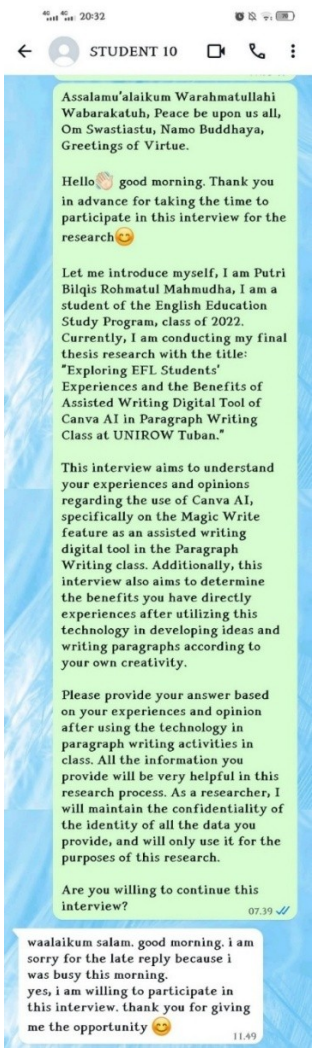

19:49
STUDENT 8
In my opinion, the direct benefit is that it makes my writing process faster and easier. It really helps me find new vocabulary and gives me inspiration when I am stuck or confused about how to start a paragraph. 10.15
Oh yeah that's good, next for the questions is. When you used the Canva AI technology (Magic Write Feature), did you encounter any obstacles or challenges? If yes, can you explain the challenges or obstacles that were occurring at that time and how you overcame them? 10.16
Yes, sometimes the AI gives answers that are too complicated, or the vocabulary is too advanced for my level. To overcome this, I usually change my prompt and ask the AI to rewrite the paragraph using simpler or more natural words until it is easy to understand. 10.20
Okay that's good.. For the last question is After using technology on Canva AI (Magic Write Feature) as an aid to develop ideas in paragraph writing, how confident are you that the paragraph writing you produced aligns with the idea you want to convey, on a scale of 1-10 and mention just one reason why? 10.21
On a scale of 1-10, I would say 8. The reason is because I always read and double-check the AI results first, and I make sure to filter the sentences until they perfectly match the main idea I want to convey. 10.23
Okay good, thank you very much yeah for taking the time to complete this interview. The answers from the experiences you have shared have been very helpful in gathering data for this thesis research.
Thank you very much for your participation and cooperation throughout the research process until the end 🙏😊🥰 10.25
You're welcome. Thank you as well for conducting this interview. I'm happy to be able to contribute to your research. Good luck with your thesis, Mbak Bilqis. Stay motivated and semangat! I hope everything goes smoothly and you get the best results. 10.27

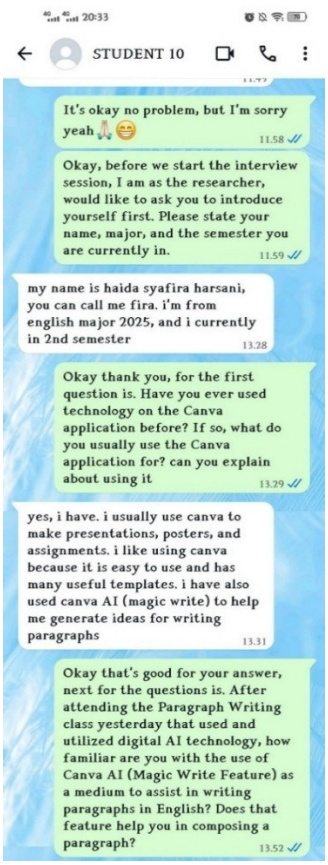

STUDENT 9
Assalamu'alaikum Warahmatullahi Wabarakatuh, Peace be upon us all, Om Swastiastu, Namo Buddhaya, Greetings of Virtue.
Hello good morning. Thank you in advance for taking the time to participate in this interview for the research.
Let me introduce myself, I am Putri Bilqis Rohmatul Mahmudha, I am a student of the English Education Study Program, class of 2022. Currently, I am conducting my final thesis research with the title: "Exploring EFL Students' Experiences and the Benefits of Assisted Writing Digital Tool of Canva AI in Paragraph Writing Class at UNIROW Tuban."
This interview aims to understand your experiences and opinions regarding the use of Canva AI, specifically on the Magic Write feature as an assisted writing digital tool in the Paragraph Writing class. Additionally, this interview also aims to determine the benefits you have directly experiences after utilizing this technology in developing ideas and writing paragraphs according to your own creativity.
Please provide your answer based on your experiences and opinion after using the technology in paragraph writing activities in class. All the information you provide will be very helpful in this research process. As a researcher, I will maintain the confidentiality of the identity of all the data you provide, and will only use it for the purposes of this research.
Are you willing to continue this interview? 07.39
Good afternoon kak Bilqis. Sorry for the late reply. I'm so sorry 10.12
I am ready to continue this interview 10.13

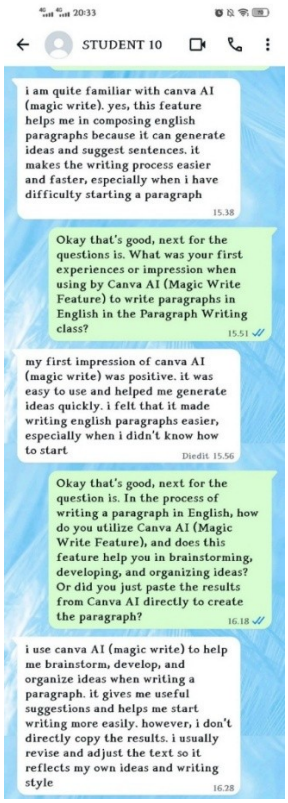

STUDENT 9
It's okay no problem
Okay, before we start the interview session, I am as the researcher, would like to ask you to introduce yourself first. Please state your name, major, and the semester you are currently in. 10.13
Let me introduce myself, my name is [redacted] my major is English Education. I'm currently in my second semester. I live in [redacted] village. 10.21
Okay thank you, for the first question is. Have you ever used technology on the Canva application before? If so, what do you usually use the Canva application for? can you explain about using it 10.24
Previously, I have used the Canva application, and usually I use this application to edit pamphlets, PPTs, posters and banners.Using the Canva application can be said to be quite easy because in my opinion Canva is easy to understand and not confusing, because Canva also provides features to remove bg and others. 10.30
Okay that's good for your answer, next for the question is. After attending the Paragraph Writing class yesterday that used and utilized digital AI technology, how familiar are you with the use of Canva AI (Magic Write Feature) as a medium to assist in writing paragraphs in English? Does that feature help you in composing a paragraph? 10.32
To be honest, yesterday was the first time I used Canva Magic Write. In my opinion, now I am quite used to using Canva AI and I think it really helps me to find words that I have difficulty thinking of, then Canva AI perfects them. I think this feature really helps in creating paragraphs. 10.42

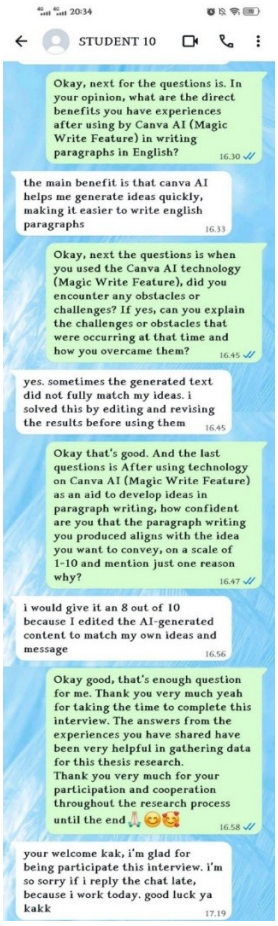

STUDENT 9
Okay that's good, next for the questions is. What was your first experiences or impression when using by Canva AI (Magic Write Feature) to write paragraphs in English in the Paragraph Writing class? 10.44
My first impression when using Canva Write was a bit of a surprise, because Canva Write provided words that were in accordance with what I expected. 10.47
Oh okay that's good, next for the questions is. In the process of writing a paragraph in English, how do you utilize Canva AI (Magic Write Feature), and does this feature help you in brainstorming, developing, and organizing ideas? Or did you just paste the results from Canva AI directly to create the paragraph? 10.49
Since it was my first time using Canva Write, I used it to help me find ideas and arrange the points for my paragraph. It made brainstorming easier and gave me some inspiration when I did not know how to start. However, I did not copy the results directly. I edited and rewrote them using my own words to make the paragraph more personal. 10.56
Oh yeah okay that's good, next for the questions is. In your opinion, what are the direct benefits you have experiences after using by Canva AI (Magic Write Feature) in writing paragraphs in English? 10.58
In my opinion, the direct benefits I have experienced after using Canva AI are that it helps me generate ideas more easily and organize my thoughts into a clear paragraph. As a first-time user, I found that this feature made the writing process faster and helped me improve my vocabulary and sentence structure. However, I still revised the suggestions and added my own ideas to make the paragraph more personal and suitable for the assignment. 11.04


STUDENT 9
Oh yeah okay that's good, next for the questions is. When you used the Canva AI technology (Magic Write Feature), did you encounter any obstacles or challenges? If yes, can you explain the challenges or obstacles that were occurring at that time and how you overcame them?
11.07
Yes, I encountered some challenges when using Canva AI for the first time. Sometimes the generated sentences were too formal and did not match my writing style. In addition, some ideas were not completely relevant to the topic I wanted to discuss. To overcome these problems, I edited the sentences manually, added my own ideas, and rearranged the paragraph so that it was easier to understand and reflected my own creativity.
11.11
Okay that's good for your answer. The last for questions is, After using technology on Canva AI (Magic Write Feature) as an aid to develop ideas in paragraph writing, how confident are you that the paragraph writing you produced aligns with the idea you want to convey, on a scale of 1-10 and mention just one reason why?
11.13
I would rate my confidence at 5 out of 10. One reason is that although Canva AI (Magic Write) helped me develop ideas, I still needed to revise and adjust the paragraph to make sure it truly reflected what I wanted to convey.
11.18
Okay good, that's enough question for me. Thank you very much yeah for taking the time to complete this interview. The answers from the experiences you have shared have been very helpful in gathering data for this thesis research.
Thank you very much for your participation and cooperation throughout the research process until the end 🙏😊🥰
11.20
You're welcome. And I also want to thank you for introducing Canva AI to all of us. And for being patient with us all. I hope everything goes smoothly, aamiin. 🙏
11.26

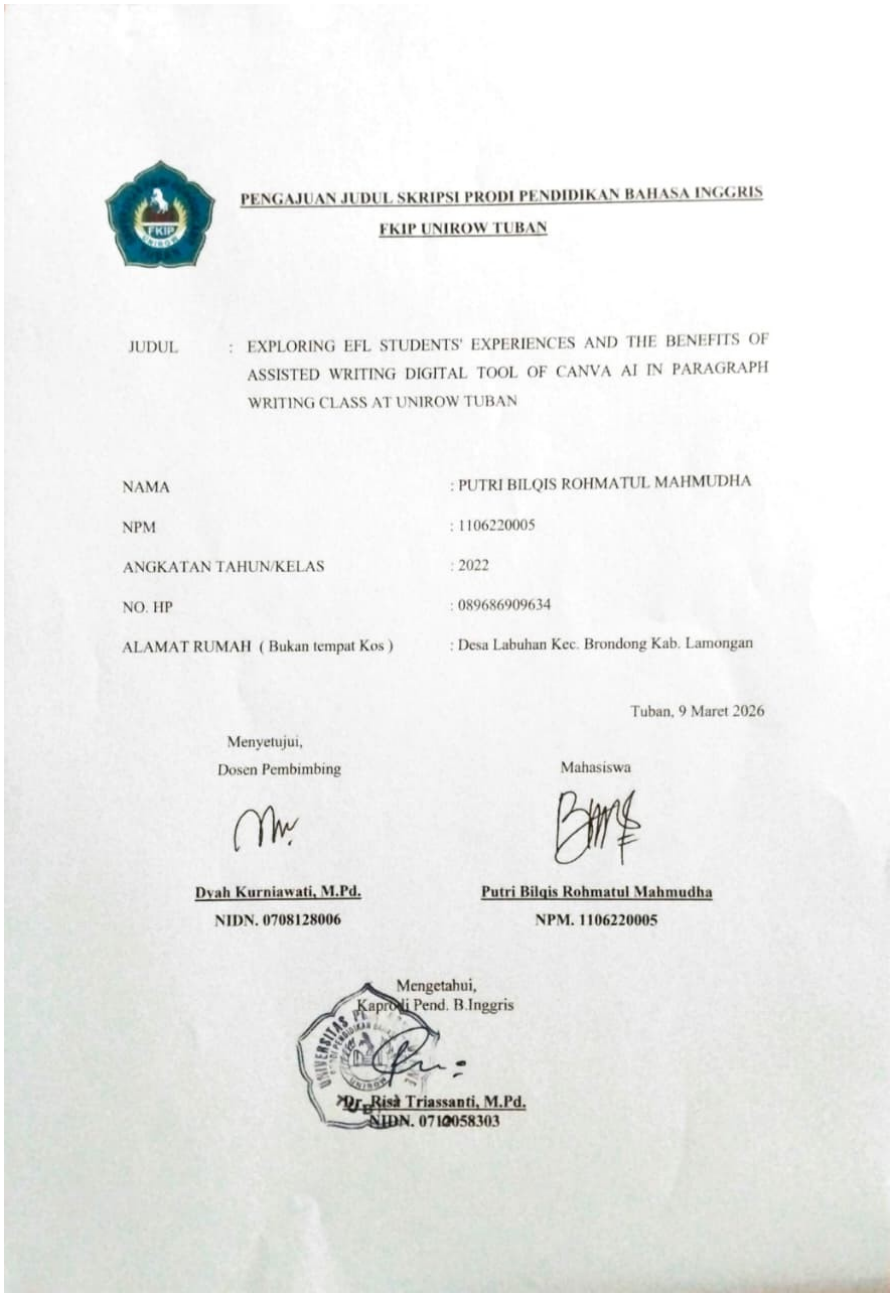

STUDENT 10
Assalamu'alaikum Warahmatullahi Wabarakatuh, Peace be upon us all, Om Swastiastu, Namo Buddhaya, Greetings of Virtue.
Hello👋 good morning. Thank you in advance for taking the time to participate in this interview for the research😊
Let me introduce myself, I am Putri Bilqis Rohmatul Mahmudha, I am a student of the English Education Study Program, class of 2022. Currently, I am conducting my final thesis research with the title: "Exploring EFL Students' Experiences and the Benefits of Assisted Writing Digital Tool of Canva AI in Paragraph Writing Class at UNIROW Tuban."
This interview aims to understand your experiences and opinions regarding the use of Canva AI, specifically on the Magic Write feature as an assisted writing digital tool in the Paragraph Writing class. Additionally, this interview also aims to determine the benefits you have directly experiences after utilizing this technology in developing ideas and writing paragraphs according to your own creativity.
Please provide your answer based on your experiences and opinion after using the technology in paragraph writing activities in class. All the information you provide will be very helpful in this research process. As a researcher, I will maintain the confidentiality of the identity of all the data you provide, and will only use it for the purposes of this research.
Are you willing to continue this interview?
07.39
waalaikum salam. good morning. i am sorry for the late reply because i was busy this morning.
yes, i am willing to participate in this interview. thank you for giving me the opportunity 😊
11.49


STUDENT 10
It's okay no problem, but I'm sorry yeah 🙏😄
11.58
Okay, before we start the interview session, I am as the researcher, would like to ask you to introduce yourself first. Please state your name, major, and the semester you are currently in.
11.59
my name is haida syafira harsani, you can call me fira. i'm from english major 2025, and i currently in 2nd semester
13.28
Okay thank you, for the first question is. Have you ever used technology on the Canva application before? If so, what do you usually use the Canva application for? can you explain about using it
13.29
yes, i have. i usually use canva to make presentations, posters, and assignments. i like using canva because it is easy to use and has many useful templates. i have also used canva AI (magic write) to help me generate ideas for writing paragraphs
13.31
Okay that's good for your answer, next for the questions is. After attending the Paragraph Writing class yesterday that used and utilized digital AI technology, how familiar are you with the use of Canva AI (Magic Write Feature) as a medium to assist in writing paragraphs in English? Does that feature help you in composing a paragraph?
13.52


20:33
STUDENT 10
i am quite familiar with canva AI (magic write). yes, this feature helps me in composing english paragraphs because it can generate ideas and suggest sentences. it makes the writing process easier and faster, especially when i have difficulty starting a paragraph
15.38
Okay that's good, next for the questions is. What was your first experiences or impression when using by Canva AI (Magic Write Feature) to write paragraphs in English in the Paragraph Writing class?
15.51
my first impression of canva AI (magic write) was positive. it was easy to use and helped me generate ideas quickly. i felt that it made writing english paragraphs easier, especially when i didn't know how to start
Diedit 15.56
Okay that's good, next for the question is. In the process of writing a paragraph in English, how do you utilize Canva AI (Magic Write Feature), and does this feature help you in brainstorming, developing, and organizing ideas? Or did you just paste the results from Canva AI directly to create the paragraph?
16.18
i use canva AI (magic write) to help me brainstorm, develop, and organize ideas when writing a paragraph. it gives me useful suggestions and helps me start writing more easily. however, i don't directly copy the results. i usually revise and adjust the text so it reflects my own ideas and writing style
16.28


20:34
STUDENT 10
Okay, next for the questions is. In your opinion, what are the direct benefits you have experiences after using by Canva AI (Magic Write Feature) in writing paragraphs in English?
16.30
the main benefit is that canva AI helps me generate ideas quickly, making it easier to write english paragraphs
16.33
Okay, next the questions is when you used the Canva AI technology (Magic Write Feature), did you encounter any obstacles or challenges? If yes, can you explain the challenges or obstacles that were occurring at that time and how you overcame them?
16.45
yes. sometimes the generated text did not fully match my ideas. i solved this by editing and revising the results before using them
16.45
Okay that's good. And the last questions is After using technology on Canva AI (Magic Write Feature) as an aid to develop ideas in paragraph writing, how confident are you that the paragraph writing you produced aligns with the idea you want to convey, on a scale of 1-10 and mention just one reason why?
16.47
i would give it an 8 out of 10 because I edited the AI-generated content to match my own ideas and message
16.56
Okay good, that's enough question for me. Thank you very much yeah for taking the time to complete this interview. The answers from the experiences you have shared have been very helpful in gathering data for this thesis research.
Thank you very much for your participation and cooperation throughout the research process until the end 🙏😊🥰
16.58
your welcome kak, i'm glad for being participate this interview. i'm so sorry if i reply the chat late, because i work today. good luck ya kakk
17.19

Appendices 6. Submission Letter for Thesis Title



PENGAJUAN JUDUL SKRIPSI PRODI PENDIDIKAN BAHASA INGGRIS
FKIP UNIROW TUBAN

JUDUL : EXPLORING EFL STUDENTS' EXPERIENCES AND THE BENEFITS OF ASSISTED WRITING DIGITAL TOOL OF CANVA AI IN PARAGRAPH WRITING CLASS AT UNIROW TUBAN

NAMA	: PUTRI BILQIS ROHMATUL MAHMUDHA
NPM	: 1106220005
ANGKATAN TAHUN/KELAS	: 2022
NO. HP	: 089686909634
ALAMAT RUMAH (Bukan tempat Kos)	: Desa Labuhan Kec. Brondong Kab. Lamongan

Tuban, 9 Maret 2026

Menyetujui,
Dosen Pembimbing

Dyah Kurniawati, M.Pd.
NIDN. 0708128006

Mahasiswa

Putri Bilqis Rohmatul Mahmudha
NPM. 1106220005

Mengetahui,
Kaprodi Pend. B.Inggris

Dr. Risa Triassanti, M.Pd.
NIDN. 0710058303

Appendices 7. Guidance Card

UNIVERSITAS PGRI RONGGOLAWE TUBAN
Jl. Manunggal 61 Tuban Telp. (0356)322233 Fax. (0356)331578
Website:www.unirow.ac.id Email:prospective@unirow.ac.id.

KARTU BIMBINGAN SKRIPSI/TESIS*

Nama Mahasiswa : Putri Bilqis Rohmatul Mahmudha.
NPM : 1106220005
Fakultas : Keguruan dan Ilmu Pendidikan
Prodi : Pendidikan Bahasa Inggris
Judul Skripsi/Tesis* : EXPLORING EFL STUDENT'S EXPERIENCES AND THE BENEFITS OF ASSISTED ~~WRITING~~ DIGITA WRITING TOOL OF CANVA AI IN PARAGRAPH WRITING CLASS AT UNIROW TUBAN
Waktu Pelaksanaan Penelitian:
Nama Dosen Pembimbing I :
~~Nama Dosen Pembimbing II~~ : Dyah Kurniawati., M.Pd.

Tanggal	Keterangan	Paraf Pembimbing
09-02-2026	Konsultasi judul.	
02-03-2026	Revisi judul.	
09-03-2026	Pengajuan & ACC judul.	
07-04-2026	Sefor BAB I & konsultasi	
14-04-2026	Sefor revisi I bab I & konsul	
16-04-2026	Sefor revisi II bab I & konsul	
21-04-2026	Sefor revisi III bab I & konsul	
28-04-2026	Sefor BAB II	
04-05-2026	Sefor revisi I bab II & konsul	
13-05-2026	Sefor revisi II bab II & konsul	
20-05-2026	Sefor BAB III	
25-05-2026	Sefor revisi I bab III & konsul	
02-06-2026	Sefor revisi II bab III & konsul	
30-06-2026	Sefor BAB III	
06-07-2026	revisi bab III & konsultasi	
14-07-2026	Sefor revisi bab 4&5 & konsul	
21-07-2026	Acc bab 5	

* Coret yang tidak perlu

Tuban, 27 Juli 2026.

KETUA PROGRAM STUDI

Dr. Risa Triassanti, M.Pd.
NIDN. 0712058303

DOSEN PEMBIMIBING

Dyah Kurniawati, M.Pd.
NIDN. 0708128006

CURRICULUM VITAE

A. PERSONAL DATA

Name : Putri Bilqis Rohmatul Mahmudha

Place of Birth : Tuban

Date of Birth : February, 18th 2004

Religion : Islam

Gender : Female

Civic	:	Indonesia
Address	:	Ds. Labuhan Rt05 Rw01 Kec. Brondong Kab. Lamongan
E-mail	:	putribilqisrohmatulmahmudha@gmail.com
Undergraduate Thesis Title	:	Exploring EFL Students' Experiences and The Benefits of Assisted Writing Digital Tool of Canva AI in Paragraph Writing Class at Unirow Tuban

B. FORMAL EDUCATION

Graduation Year	Level	School
2016	Elementary School	MI NAHDLATUL ULAMA' LABUHAN
2019	Junior High School	SMP AL-AKBAR
2022	Senior High School	MAN 1 TUBAN
2026	Degree Program	UNIVERSITY OF PGRI RONGGOLAWE TUBAN

C. STUDENT ACTIVITY EXPERIENCE

No.	Year	Name of Activity	Role / Position
1.	2023	Administrator Appoinment (ESA)	Member of Advocation
2.	2024	Administrator Appoinment (ESA)	Member of Social Economic
3.	2025	Administrator Appoinment (ESA)	Member of Advocation